

Evaluation Plan for Measuring Impact of the Social Formation Programs on Students and Communities

Office for Social Concern and Involvement
Loyola Schools at Ateneo de Manila University



University of Minnesota
Humphrey School of Public Affairs
PA 8081 Global Policy Capstone

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EVALUATION PLAN REPORT: PART 1

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ATENEO DE MANILA UNIVERSITY,
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UNIVERSITY OF MINNESOTA – TWIN CITIES
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PA 8081 - GLOBAL POLICY CAPSTONE

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ACRONYMS

Acronym	Formal Acronym Meaning
DB	Discipline-Based Learning
FGD	Focus Group Discussion
IntACT	Introduction to Ateneo Culture and Traditions
InAF	Integrated Ateneo Formation Program (formerly Integrated Non -Academic Formation Program)
IB	Interest-Based Learning
GIS	Global Information System
JGSOM	John Gokongwei School of Management
JEEP	Junior Engagement Program
LS	Loyola Schools
NSTP Plus	National Service Training Program
NGO	Non-Governmental Organization
OSCI	Office for Social Concern and Involvement
SOH	School of Humanities
SOSE	School of Science and Engineering
SOSS	School of Social Sciences
SL	Service Learning
SIP/ PRAXIS	Senior Integration Program
SFP	Social Formation Programs

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The UMN Team spent ten days in the Philippines in January 2015, and they would like to thank all of the OSCI staff who helped in coordinating their meetings, focus group discussions, and interviews. The OSCI A-Team, Evaluation Team, and formators treated the UMN Team like one of their own and always accompanied the UMN Team on field visits and day trips. If not for their volunteer hours, the UMN Team would not have accomplished their tasks for the project. Additionally, the InAF office, Ateneo students, the faculty, and community members in and outside Metro Manila that were interviewed were very gracious with their time—the UMN Team thanks them as well.

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EXECUTIVE SUMMARY

The Office for Social Concern and Involvement (OSCI) at Ateneo de Manila University manages and administers four social formation programs (SFPs) for the University's 9,000 undergraduate students. SFPs are community engagement programs that are required for all students every school year. The main goal of the OSCI is to form persons-for-others or persons who will become effective social change agents. Through the SFPs, undergraduate students interact with marginalized communities and sometimes assist them or partner institutions in meeting community or organizational goals. **To better understand the impacts of the SFPs on students and the communities/ partner organizations, an Evaluation Plan was designed by graduate students of the Humphrey School of Public Affairs at the University of Minnesota (UMN).**

The UMN Team visited the Philippines in January 2015 to familiarize themselves with the programs and interview key stakeholders to gain a better understanding of the programs' evaluation needs. While the OSCI currently has some evaluation tools, the UMN Team designed and developed a plan that includes three parts:

- **Evaluation Plan (Part 1):**
 - Program Description
 - Program Logic Models
 - Evaluation Context
 - Advisory Committee Information
 - Further Recommendations for OSCI
- **Evaluation Toolkit (Part 2):**
 - Sampling Plan
 - Two focus group discussion (FGD) interview protocols (one for Ateneo students, one for communities)
 - Four survey tools (one each for OSCI formators, Ateneo faculty, Ateneo students, and partner organizations)
- **Evaluation Data Management (Part 3):**
 - OSCI Data Inventory
 - Data Management
 - Recommendations on Systems and Processing

PROJECT BACKGROUND

The following Evaluation Plan Report was developed by graduate students of the Humphrey School of Public Affairs at the University of Minnesota (UMN). The report was created as a capstone project, which is part of the graduate program curriculum. The client for this capstone project is the Office for Social Concern and Involvement (OSCI) at Ateneo de Manila University in the Philippines. The UMN Team consists of five members from three different graduate programs: Master of Public Affairs (MPA), Master of Development Practice (MDP), and Master of Public Policy (MPP). The team consists of Angélica Getahun (MDP), Nate Haugen (MPA), and Violeta Hernández Espinosa (MDP) from the USA, Randika De Mel (MDP) from Sri Lanka, and Iloila Tan (MPP) from the Philippines.

Ateneo de Manila University (hereafter referred to as the University) seeks to form students who are “persons for others” by promoting work and solidarity with marginalized communities in the Philippines. The University’s OSCI plays a key role in meeting this mission. Working under the Integrated Ateneo Formation Program (InAF) Office, OSCI is responsible for designing and managing the University’s four social formation programs (SFPs) for approximately 9,000 undergraduate students. Their current social programs target underserved communities within and outside Metro Manila.

The OSCI requested that the UMN Team assist the OSCI in creating an Evaluation Plan, which will guide University administrators in effectively evaluating the SFP. The OSCI has requested the UMN Team’s assistance in three different areas:

1. **Review current student evaluation tools and propose new evaluation tools-** The OSCI evaluation committee created tools to measure impact of the SFPs on the University’s students; however, they would like a third party (the UMN Team) to evaluate existing tools and create new tools if necessary.
2. **Create evaluation tools to measure impacts on communities-** The impact measurement of OSCI-managed SFPs has been limited to students thus far; consequently, they would like the UMN Team to create evaluation tools to analyze program impacts on communities they serve and partner organizations.
3. **Improve data management and analysis-** The OSCI is interested in improving their data analysis and management.

The UMN Team spent two weeks in January 2015 in the Philippines in order to understand the evaluation context and stakeholder concerns. While in the Philippines, the team led individual and group interviews with stakeholders involved with the OSCI-managed SFPs. The team conducted on-field observations by visiting different communities and partner organizations that work with the OSCI. Based on their research and analysis of the OSCI-managed programs the team created an **Evaluation Plan Report (Part 1), Evaluation Toolkit (Part 2), and Evaluation Data Analysis and Management Inventory (Part 3).**

The **Evaluation Plan Report**, included below, is divided into the following main sections:

1. **Program description-** provides an overview of the OSCI and the SFPs. Includes the program goals, setting, staffing, budget, and participants. It also outlines the four SFP activities and services as well as the SFP logic models.
2. **Evaluation context-** includes the framework and the purpose and approaches of the evaluation, lists stakeholders and their concerns with the OSCI-managed SFPs. Also includes the evaluation questions and the constraints of the evaluation.
3. **Advisory Group and Responsibilities-** provides information and recommendations on an advisory group for the evaluation plan.
4. **Cultural Competency-** includes information on addressing cultural competency for the evaluation.
5. **Further Recommendations-** provides final considerations to the OSCI.

OSCI PROGRAM DESCRIPTION

INTRODUCTION

The Loyola Schools of Ateneo de Manila University is a Jesuit-owned and -administered private university located in Loyola Heights, Quezon City in the Philippines. The University's goal is to produce graduates who are academically excellent, culturally rooted, spiritually mature, and socially involved. Inspired by the Jesuit motto "persons for others," the Loyola schools aim to meet this goal of social involvement primarily through student participation in four key social formation programs (SFPs).¹ The vision of the collective experience in these required programs is to produce graduates who will "contribute meaningfully to the transformation of Philippine society as servant-leaders engaged in various fields of endeavor."² Deeply rooted in Jesuit values, the Loyola schools embrace an education that prepares for an "active life commitment, [which] serves the faith that does justice, and manifests a particular concern for the poor."³

The OSCI at Ateneo de Manila University plays a key role in meeting the mission of the University and is responsible for creating and supervising SFPs for approximately 9,000 undergraduate students at the University. The OSCI office began in 1975 by organizing students for social justice advocacies in various universities. In 1996 OSCI was required by the Ateneo de Manila University administration to focus on student formation; the OSCI was reorganized and all the positions were vacated. Their current SFPs target underserved communities, such as poor urban and rural children, women, and farmers.

Currently, all undergraduate students take part in SFPs within each academic year of their four year program.

1. **Introduction to Ateneo Culture and Traditions (INTACT)**- First year students are exposed to discipline-based interventions that tackle a particular social issue.
2. **National Service Training Program (NSTP)**- Second year students perform various services over a course of 20 visits to the same community or institution site for four hours each visit.
3. **Junior Engagement Program (JEEP)**- Third year students volunteer at least 16 hours in a labor organization, non-governmental organization (NGO) or in the public sector.
4. **Immersion and PRAXIS**- Fourth year students spend a weekend in a marginalized community.

¹ Dela Cruz, 2014

² Loyola Schools Integrated Ateneo Formation Program [InAF], 2014a

³ InAF, 2014b

The four SFPs are being implemented using three different strategies, which are:

1. **Interest-based (IB)**- SFP involves an immersion or activity that does not relate either to the student's main discipline (area of study) or to a specific course. There is no required student output for the community or partner organization.
2. **Discipline-based (DB)**- SFP involves an immersion or activity that is related to the student's main discipline (area of study). DB programs may or may not require technical outputs but these outputs are not tied to a particular course.
3. **Service-learning (SL)**- SFP involves an immersion or other type of activity that in some cases is related to the students' main discipline (area of study), which in this sense, makes it discipline-related or discipline-based. The service learning design ties the program to a specific course which requires a technical output for the community or partner organization and therefore has implications on the students' GPA.

The Loyola Schools uses a definition of SL adapted from Bringer and Hatcher:

*"Service learning is a credit-bearing educational experience in which students participate in an organized service activity that meets identified needs of a social development entity, marginalized community or cultural institution and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."*⁴

While SL projects, both through the SFPs and through individual academic departments, began as early as the 1980s, the PRAXIS fourth year SFP has led the way in the intentional transition to service learning within the SFPs, which began in 2002. In 2008-09 the OSCI office intentionally began shifting all OSCI-managed SFP strategies to SL. OSCI's strategic plan **aims to achieve an 80 percent SL strategy in all of their SFPs by 2019.**⁵

PROGRAM GOALS AND OBJECTIVES

The main goal of the OSCI is to form persons-for-others or persons who will become effective social change agents. OSCI wants to instill in students the importance of helping marginalized communities based on the Jesuit's teachings on Ignatian spirituality.⁶ The OSCI, working under InAF, contributes to social justice through forming socially-committed students who manifest solidarity with marginalized communities through engagement in various community development projects.

⁴ Dela Cruz, 2013

⁵ OSCI Strategic Plan, 2013

⁶ The spirituality practiced by the Jesuits whose founder is Saint Ignatius of Loyola, a 16th century Spanish priest and theologian (Wikipedia, 2015).

The goals of the OSCI are:

1. Promote awareness of the reality of poverty through experiential learning,
2. Integrate SL in all academic disciplines,
3. Foster social awareness,
4. Serve as the link for marginalized sectors through solidarity action and advocacy work.

SETTING

The OSCI is housed within the Loyola Schools, Ateneo University at Loyola Heights, Quezon City, Philippines. Appendix A shows where OSCI belongs within the University's organizational chart. The service learning initiatives implemented by the OSCI are spread throughout the National Capital Region, Central Luzon, Ilocos Region, and CALABARZON regions of the country.

PROGRAM STAFFING

The OSCI office is composed of **35 staff members** divided into teams that each support the four SFPs. The first and third year SFPs, INTACT and JEEP, have a team of eight coordinators, which are known as formators. The second year SFP, NSTP, has a team of 14 formators, and the PRAXIS SFP has a team of eight formators. All **formators oversee 135-170 students** and are responsible for coordinating and implementing student activities. Appendix B and Appendix C illustrates OSCI's current relationships with the University's Loyola Schools and OSCI's present organizational structure, respectively.

A director oversees the OSCI office with two assistants, as well as two office staff members who work on administrative duties and support all teams. The current Director, who has been leading the office since 2013, has a master degree in economics from Ateneo de Manila and a doctoral degree in sociology from the University of the Philippines. All OSCI formators have at least a bachelor's degree from various fields. An OSCI formator's average length of work experience is approximately five years.⁷

Although undergraduate faculty and school personnel are not part of the staff, they are sometimes involved in the design and negotiation of projects with the clients and/or partners and accompany students to project sites. Clients are typically non-governmental organizations or government agencies.

PROGRAM PARTICIPANTS

There are over **9,000 undergraduate students** who participate in the OSCI-managed SFPs per year. Depending on their year level, students participate in the INTACT, NSTP, JEEP, or PRAXIS programs conducted during the academic year.

⁷ Dela Cruz, personal communication, January 13, 2015

The students immerse themselves in marginalized communities, and therefore communities are also participants. They include young children who are students, women, and farmers. Additionally, there are organizations that partner with the Ateneo University and participate in making SFPs come to fruition.

PROGRAMS AND ACTIVITIES

The OSCI manages four SFPs and each program has different activities, which can vary from year to year depending on the client or partner organization, as well as the identified marginalized community. The individual program activities can also change based on the type of strategy being pursued (IB, DB, or SL) and on the students' field of study. Table X describes the types of activities that students partake in.

TABLE 1: PROGRAMS AND ACTIVITIES

Name of Program	Activities
Introduction to Ateneo Culture and Traditions (INTACT)	<p>Freshmen students take a half-day trip to either a marginalized community and interact with community members, or to the office of a partner institution that seeks to address a social problem. The goal is to expose the students to DB interventions addressing a particular social problem. Activities can include:</p> <ul style="list-style-type: none"> • Play sessions with children from marginalized communities, schools and institutions • Eco-tours and activities with children from public schools • Community profiling and informal surveys • Livelihood workshops
National Service and Training Program (NSTP)	<p><i>Civic Welfare Training Service (CWTS)</i>-Students participate in various community development activities such as tree planting, house building, feeding program, catechism and facilitating recreational activities for children in different institutions and communities.</p> <p><i>Literacy Training Service (LTS)</i>- Students engage in supplementary tutorial services in public schools and communities promoting education among underprivileged grade school and high school students and out-of-school youth.</p>
Junior Engagement Program(JEEP)	<p>Students work as manual laborers, working 16 hours of service through a formal labor setting as volunteer employees or as volunteers for governments or NGO institutions. Over the years, an increasing number of service activities performed by students are credited to a DB related subject. Activities include:</p> <ul style="list-style-type: none"> • Capacity building • Service supervision

	<ul style="list-style-type: none"> • Information dissemination • Monitoring and data collection
Immersion and PRAXIS—includes the following disciplines: economics, health sciences, environmental science, management, development studies, political science, social sciences	<p>A long weekend stay (3 days) in a marginalized community. In some cases, students have created certain outputs which are more discipline-based. The following are some examples of activities:</p> <ul style="list-style-type: none"> • Socioeconomic profiling • Livelihood identification • Feasibility studies • Impact and operational assessments

PROGRAM BUDGET

The overall budget for the OSCI office is approved on an annual basis by the InAF Office. As seen in Table X, the total budget for the OSCI office is Php 7,036,413.75 (158,816.64 USD) for the 2014-2015 school year (Approved Budget for Fiscal year 2014-2015).

TABLE 2: OSCI TOTAL BUDGET 2014-2015 SCHOOL YEAR

OSCI Program	Budget Amount
OSCI Operational Expenses	Php 623,470.00
INTACT	Php 670,818.75
NSTP	Php 4,531,433.00
JEEP	Php 610,850.00
PRAXIS	Php 599,842.00
Total	Php 7,036,413.75

LOGIC MODELS

According to the University of Wisconsin-Extension, a logic model or program theory “shows the logical relationship among the resources that are invested, the activities that take place, and the benefits or changes that result.”⁸ A logic model is a central part of planning, program management,

⁸ University of Wisconsin-Extension. February, 2013. Enhancing program performance with logic models. Retrieved from <http://www.comfsm.fm/national/administration/VPCRE/download/training/lmcourseall.pdf>

evaluations, and communications for an organization. The six main components of a logic model are the situation statement, inputs, outputs (activities and participation), outcomes (short-term, medium term, and long-term), assumptions, and external factors.

The following Evaluation Plan has four logic models for each of the SFPs managed by OSCI (Appendix D). These logic models were developed based on information gathered during the World Café and logic model workshops conducted by the UMN Team in the Philippines, as well as from reports and materials provided by the OSCI. Each SFP logic model covers both students and communities. Based on the UMN Team's findings and analysis, the inputs and outputs (i.e., activities and participants) in each model were deemed the same for students and communities. However, the short-term, medium-term, and long-term outcomes expected of students and communities differ between these two stakeholders and were therefore depicted separately.

EVALUATION CONTEXT

EVALUATION PURPOSE AND APPROACHES

The purpose of this Evaluation Plan is to design a framework to assess the impact of the four key OSCI-managed SFPs on students and communities/partner organizations. Specifically, the plan aims to assist in identifying SFP outcomes. The OSCI currently has an evaluation process, however they are in need of a more structured approach to evaluation.

Making explicit the short, medium, and long-term outcomes of the SFPs on students and communities is a current challenge and an administrative mandate for the Loyola Schools—an effort being led by the OSCI Director and an internal evaluation team. The design of this evaluation is intended to assist in answering the University administration and accreditation board's request to create tools that will measure the impact of activities on students and communities. The evaluation results will aid in making administrative decisions on how the current SFP structure and program components could be improved in order to increase impact on students and communities (e.g., Is the current order of the SFPs maximizing student impact or should it be changed? Is the recently-adopted service-learning strategy leading to greater impact on students and communities?). Results from impact evaluations will enable OSCI to suggest meaningful reforms for SFP programs. Future evaluation results could potentially lead to changes in program components or the elimination of a SFP that is not demonstrating impact on students and/or target communities.

Based on interview and informational meetings with the OSCI Director, the UMN Team determined that this **Evaluation Plan is both formative and summative**. This decision is based on the fact that the SFPs have reached a certain maturity level and on the director's goal to make final judgments about the SFPs. Summative evaluation is normally conducted at the end of a program or after a program has stabilized to make major decisions, including decisions about program

continuation, measuring final impact, or making major strategic changes, while formative evaluation is mainly focused on improving the program as it continues to operate.⁹

EVALUATION STAKEHOLDERS AND CONCERNS

To inform the evaluation design, the UMN Team assessed and categorized stakeholder concerns, interests, and questions regarding the OSCI-managed SFPs. **The assessment was based on key informant interviews and focus groups with primary, secondary and tertiary stakeholders and participant observation during the UMN Team field visit in the Philippines in January 2015.** It was also based on personal communication with the current OSCI Director, the capstone project proposal to the Humphrey School of Public Affairs, content from the OSCI website, and internal office and accreditation documents shared with the UMN Team.

STAKEHOLDERS

The **primary stakeholders** in this Evaluation Plan include those who commissioned this evaluation and those who will be directly affected by any program changes resulting from this evaluation. These include:

- OSCI director and all OSCI formators (coordinators of the programs)
- Participating students
- Partner organizations
- Members of target communities

The **secondary stakeholders** in this evaluation are those who have a direct influence, outside of the OSCI office, on program design or who are currently co-facilitating program activities and who can have an effect on the level of impact of activities on students and target communities. These include:

- Participating faculty from the theology and philosophy departments
- Other participating faculty from various departments, including department coordinators or liaisons to the OSCI SFPs
- Integrated Ateneo Formation Program directors.

The **tertiary stakeholders** are those who benefit indirectly from the SFP activities and outcomes or who could be affected by changes to SFP design in the future. They include:

- Vice President for Social Development
- Office of the Vice President of the Loyola Schools
- Ateneo de Manila University President and system
- Coordinator for faculty social involvement
- Currently non-participating faculty who could become participants depending on the future design of the SFPs.

⁹ Russ-Eft and Preskill, 2009

Detailed information regarding stakeholder assessment can be observed in Appendix E-Stakeholder Analysis Table.

CATEGORIZATION OF STAKEHOLDER CONCERNS

Through stakeholder interviews the UMN capstone team identified four stakeholder concerns.

The **first concern** for all stakeholders is measuring the impact of the SFPs on both students and target communities (can include work directly with communities or by means of an intermediary partner organization).

The **second most expressed concern** of the stakeholders is in regard to program or process design and how it can affect program outcomes, including questions regarding input use, design of activities, and the strategies currently being pursued to reach target communities, with particular concern on the recently adopted service-learning strategy.

The **third concern** is that of the external factors that can affect the impact of program activities, including the potential confounding effect of other University-wide community service activities when measuring impact on communities or governmental changes that can lead to a loss of access to community partnerships and projects.

The **fourth concern**, which was a common theme among most stakeholders relates to reputation. In such a close-knit academic environment, the protection of a sense of community is an important factor as it relates to participation, strategies, and general operation of the SFPs. For example, Ateneo students want to be able to evaluate their experience with OSCI staff and their professors without fear of it hurting their reputation or grades. Faculty may not be willing to express concerns with particular OSCI staff if the faculty could potentially hurt relationships they currently have with other OSCI staff. OSCI formators may have difficulty voicing their concerns if there is fear of judgment by upper management.

EVALUATION QUESTIONS AND COLLECTION METHODS

The **three evaluation questions** for this plan are as follows:

- 1) **How are the OSCI-managed SFPs impacting target communities they serve?**
- 2) **How is each of the SFPs impacting the students or adding to the transformation of participating students?**
- 3) **How is current program design affecting desired outcomes for participating students and target communities?**

The Evaluation Plan Table found in Appendix F clearly follows the four concerns of the stakeholder assessment. The fourth concern about reputation becomes a part of the program design Question 3. While broad, the evaluation questions have a subset of questions or data that will be collected to measure each question. The OSCI was very clear from the beginning of the project about measuring

current program impact on students and communities (including partner organizations), so the first two evaluation questions were identified with the client from the start. Not surprisingly however, stakeholder interviews and focus group sessions raised questions about the design of SFPs as well as the role of external factors on the operations and impact of the OSCI-managed SFPs.

To answer the evaluation questions the UMN Team created seven evaluation tools for students, OSCI formators, faculty, partner organizations and community members. The tools include **focus group discussions (FGDs)** for students and community members who receive OSCI services and **surveys** for students, OSCI formators, faculty, partner organizations, and community members.

Note: Tools can be found in the Evaluation Plan Toolkit (Part 2)

RATIONALE FOR DATA COLLECTION METHODS

Table 3 explains the rationale for the data collection methods outlined in the Evaluation Plan. The main data collection methods the UMN Team recommends are FGDs, voice recordings, and surveys. These data collection methods cover all three evaluation questions required for this evaluation.

TABLE 3: DATA COLLECTION METHODS AND RATIONALE

Data Collection Method	Rationale for Data Collection Methods
Third-party-led FGD with Short Demographic Survey for Community	<ul style="list-style-type: none"> • Accommodates community members who have difficulty reading and writing • Provides opportunity to gather in-depth and richer information • Helps community members honestly voice their opinions • Allows community members to reflect on their experiences as a group
Community Voice Recordings (CVR)	<ul style="list-style-type: none"> • Captures community voices in a less biased setting • Provides richer information about the impact of PRAXIS SFP
Anonymous Online Survey for OSCI Formators	<ul style="list-style-type: none"> • Online survey appropriate for need for anonymity of formator • Cost-effective as online survey has minimal administrative cost
Paper Third-Party- Survey Interview for Community Coordinators or Partner Organization Coordinator	<ul style="list-style-type: none"> • Use of a third-party can encourages honest opinions and less biased responses • Interview paper survey format likely to produce higher response rate since respondent does not need to fill out the survey
Online Survey for Participating Faculty	<ul style="list-style-type: none"> • Likely higher response rate, faculty fills it out at own time and pace that allows for more reflection • Cost-effective, easier to administer
Student Survey with a Short Demographic Survey	<ul style="list-style-type: none"> • Cost-effective, easier to administer than a paper survey • Students reflect on their experience as they respond at a convenient time

	<ul style="list-style-type: none"> • Preserves anonymity of students, encourages honest responses • Provides richer data; complements qualitative interview information through fourth-year FGD
Third-Party-Led FGD for Fourth-Year Students	<ul style="list-style-type: none"> • Allows students to reflect on their experiences as a group • Helps gather less biased information; students able to voice their opinions in an honest and free manner • May help generate new ideas on how to improve the SFPs • Complements the data collected through the student surveys

CONSTRAINTS ON THE EVALUATION

While the Evaluation Plan will serve as a way to improve evaluation processes, there may be some limitations. Currently there are other projects being designed and implemented by other students and faculty in the same communities that OSCI works. As a result, it may be difficult to measure the impact of only the OSCI- managed SFPs. Community members or partner organizations might not be able to distinguish which students, faculty, and staff are working on OSCI-managed SFPs. However, there could be further analysis on OSCI SFPs to understand the specific impact that OSCI programs have on the communities.

In addition, time and cost for evaluation procedures is a major limitation. To properly collect data takes time out of staff schedules. One way of solving this problem is hiring a third-party to conduct observations, focus group discussion interviews, and dispersing surveys, as well as analyzing all of the data collected. This could be costly and would require a budget for the extra expense.

ADVISORY GROUP AND RESPONSIBILITIES

When conducting evaluation of the OSCI-managed SFPs, OSCI or an independent evaluator would benefit from having an advisory group during the evaluation process. According to Cohen (2012), "An advisory group constructed from within the community where a program evaluation is conducted can be an invaluable resource to an evaluator, particularly if the evaluator is an outsider and of a different culture."¹⁰ Advisory groups take on different roles and responsibilities during the program evaluation stage. These include framing evaluation questions, advising on data collection methods and instruments, helping to recruit interviewees and focus group participants, identifying outcomes and indicators for the evaluation, and disseminating the final evaluation results to all relevant stakeholders. An advisory group size of five to seven members would be ideal as having a large advisory group will not be productive while a small one might not have enough diverse views and perspectives.¹¹ An advisory group can provide credibility and legitimacy to the evaluator and evaluation process.¹²

¹⁰ Cohen, 2012

¹¹ Ibid

¹² Ibid

To have representation from key stakeholder groups, the UMN Team is proposing a list of potential advisory group members in Table 4 along with a list of responsibilities. Conducting an initial workshop with key stakeholders will provide OSCI the opportunity to gauge stakeholder interest in advisory group participation.

TABLE 4: ADVISORY GROUP AND RESPONSIBILITIES

Proposed Members of Advisory Group	Responsibilities of OSCI Advisory Group
<ul style="list-style-type: none"> • A faculty member who is part of the OSCI-managed SFPs • OSCI formator • Ateneo de Manila fourth-year student • Community partner organization member who has had a long-term relationship with OSCI • InAF office staff member • Director of the OSCI (Dr. Dela Cruz) 	<ul style="list-style-type: none"> • Provide guidance on framing and refining evaluation questions. • Identify evaluators and provide advice on collecting data. • Provide advice to the evaluator on the interview protocol and surveys. • Identify or assist in recruiting interviewers, observers, and FGD facilitators. • Provide advice, make referrals to, or assist in identifying participants for interviews and focus groups. • Plan and assist in disseminating final evaluation results to all interested stakeholders. • Meet at least once a week or as needed during the evaluation process. • Advise evaluator on the cultural competency of the evaluation.

PLAN FOR ADDRESSING CULTURAL DIVERSITY AND COMPETENCY

The nature of the OSCI-managed SFPs requires that evaluators responsible for the implementation of evaluations, and those aiding evaluators, be culturally-competent. While all evaluation plans should consider the dynamics of culture, it is a particularly important aspect to consider for the evaluation of the OSCI-managed SFPs as the SFPs work with diverse cultural groups (e.g. economically well-off students working with economically-poor communities).

According to the American Evaluation Association (AEA), cultural competence first requires an understanding of culture. **The AEA 2011 Statement on Cultural Competence in Evaluation defines culture as the:**

“shared experiences of people, including their language, values, customs, beliefs, and mores... worldviews ways of knowing, and ways of communicating. Culturally significant factors encompass, but are not limited to, race/ethnicity, religion, social class, language, disability, sexual orientation, age, and gender...geographic region and socioeconomic circumstances....organizational culture, gay culture, or disability community culture...economic systems... Culture is dynamic, fluid, and reciprocal... culture shapes the

behaviors and worldviews of its members and, in turn, culture is shaped by the behavior, attitudes, and worldviews of its members.”¹³

Evaluators must understand culturally-competent evaluation. According to the AEA, a culturally-competent evaluator:

1. Refrains from assuming they fully understand the perspectives of stakeholders whose backgrounds differ from their own,
2. Draws upon a wide range of evaluation theories and methods to design and carry out an evaluation that is optimally matched to the context, and
3. In constructing a model or theory of how the [program] operates, the evaluator reflects the diverse values and perspectives of key stakeholder groups.

Care was taken to solicit feedback from OSCI staff members in regards to the identified outcomes of each OSCI-managed SFP, as well as in the design of the final Evaluation Plan, to ensure that University, Catholic, and target community values were appropriately considered by the UMN Team. The following are recommendations to consider when implementing evaluation techniques and incorporating new impact tools.

1. **New evaluation tools designed should first be piloted before they are universally utilized.** This is to ensure that evaluation tool design is appropriately covering student, University, and target community values and objectives in outcomes identified. Evaluator analysis of pilot data should align design outcomes and actual (or additional) outcomes, and ensure that changes are made to tools that reflect additional values or outcomes. This also involves concerns with data collection for each cultural context (e.g. indigenous communities, school community, urban, rural). If there are concerns, methods should be modified accordingly.
2. **The evaluator and OSCI staff should ensure that the questions included in the designed tools are appropriate for the cultural context of the communities.** All community tools will have to be translated to Tagalog to ensure full understanding of questions by target community members. This will require a discussion on interpretation to ensure that questions maintain their initial intent while also making sense to target community members. Piloting will help ensure the validity of the tool interpretation and use of Tagalog. As a result, translators, interpreters, and FGD leads should be knowledgeable of proposed collection methods and also possess a certain degree of cultural competence.
3. **An advisory council should be utilized.** This is an imperative component in the piloting of tools, data analysis, and reporting of results as an advisory council will aid with these processes. A council can help ensure that culturally-sensitive issues are being addressed before they could impact community members negatively. *Note: Specific ideas of duties for the advisory council are explained in Advisory Council section.*

¹³ American Evaluation Association. (2011). Public Statement on Cultural Competence in Evaluation. <http://www.eval.org/p/cm/ld/fid=92>

EVALUATION TOOLS FOR STUDENTS AND COMMUNITY

A data inventory was created (**refer to Evaluation Data Management Part 3**) to facilitate the review of current OSCI evaluation tools. Once created, the UMN Team decided to focus on tools directly related to measuring the impact of SFPs. The goal was to streamline the frequency by which the evaluations are to be conducted and the manner by which the results will be processed while mainly using the outcomes identified in the logic models to frame impact questions.

The collection methods listed in the Evaluation Plan Table (Appendix F) are a starting point for the OSCI team; however, incorporating additional tools to evaluate long-term impact is recommended (for instance, tracking students who graduated five and ten years ago and evaluating them).

FURTHER RECOMMENDATIONS

Based on the analysis during the development of the OSCI Evaluation Plan as well as stakeholder interviews, the UMN Team further recommends the following:

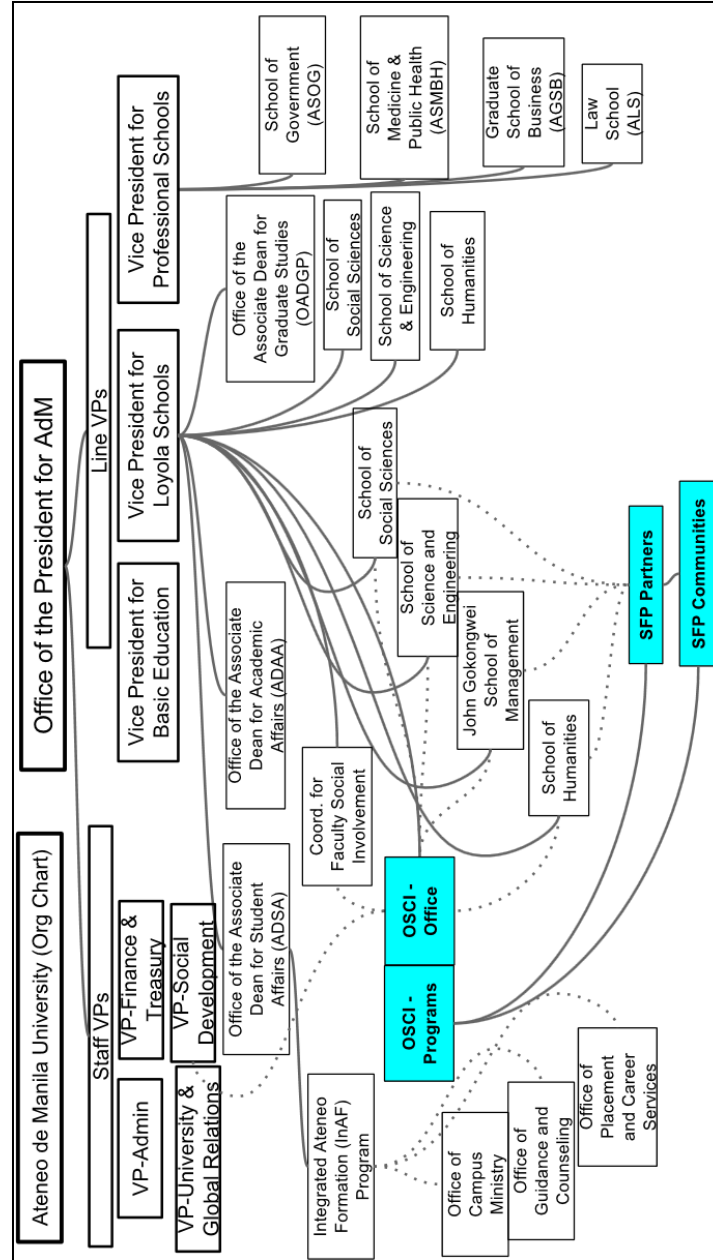
- 1. Condense and streamline the evaluation tools** —OSCI is currently using tools that are more focused on evaluating performance. While these tools may be helpful in rating the performance of formators and the activities in the communities, the tools (except for a few survey questions) do not necessarily evaluate the impact of the programs on the students. Since students have several surveys to complete, we recommend that OSCI simplify the evaluation process by consolidating their performance evaluation. Over-surveying students may have a negative impact on the survey results.
- 2. Pilot the tools that the UMN Team proposed** —Prior to implementing the additional evaluation tools the UMN Team created (located in Part 2) there should be a pilot of the tools. This can be done in the 2015-2016 academic year. A potential option would be that a UMN MDP field experience team assist OSCI in piloting these tools in June and July of 2016.
- 3. Develop a plan on capacity building of the OSCI Evaluation Team** —Evaluation experts at Ateneo University or future UMN capstone teams could support capacity building efforts of the OSCI office for the current and future members of the OSCI Evaluation Team. The capacity building aspects of the program could develop the skills of the Evaluation Team in a variety of areas.
- 4. Alignment of key program terms** —There are a variety of terms that the OSCI leaders use which are perhaps not well understood by all formators, faculty, and other staff members. Some of the terms should be clearly defined and understood by all; terms or concepts such as “interest-based learning,” “discipline-based learning,” and “service learning.” The team recommends alignment of key program terms (i.e. partner organization, community, etc.)
- 5. Potential restructure of SFP order** —Key stakeholders suggested a change in the SFP order as they thought immersion programs might show more impact on students in the beginning of their undergraduate years. The results of the fourth year post-experience survey and fourth year FGD, created by the UMN Team, will guide in making this decision.

6. Incorporating tools for Ateneo alumni —As OSCI is interested in understanding long-term impact on students, it would be valuable to incorporate evaluation tools for Ateneo alumni. Gathering information from alumni would allow OSCI to see the long-term impact on students who participated in SFPs and to observe whether they have indeed become “professionals for others.” The UMN Team recommends a survey for alumni who have been out of school for five years, 10 years and 15 years, bearing in mind the role of confounders in the survey design.¹⁴

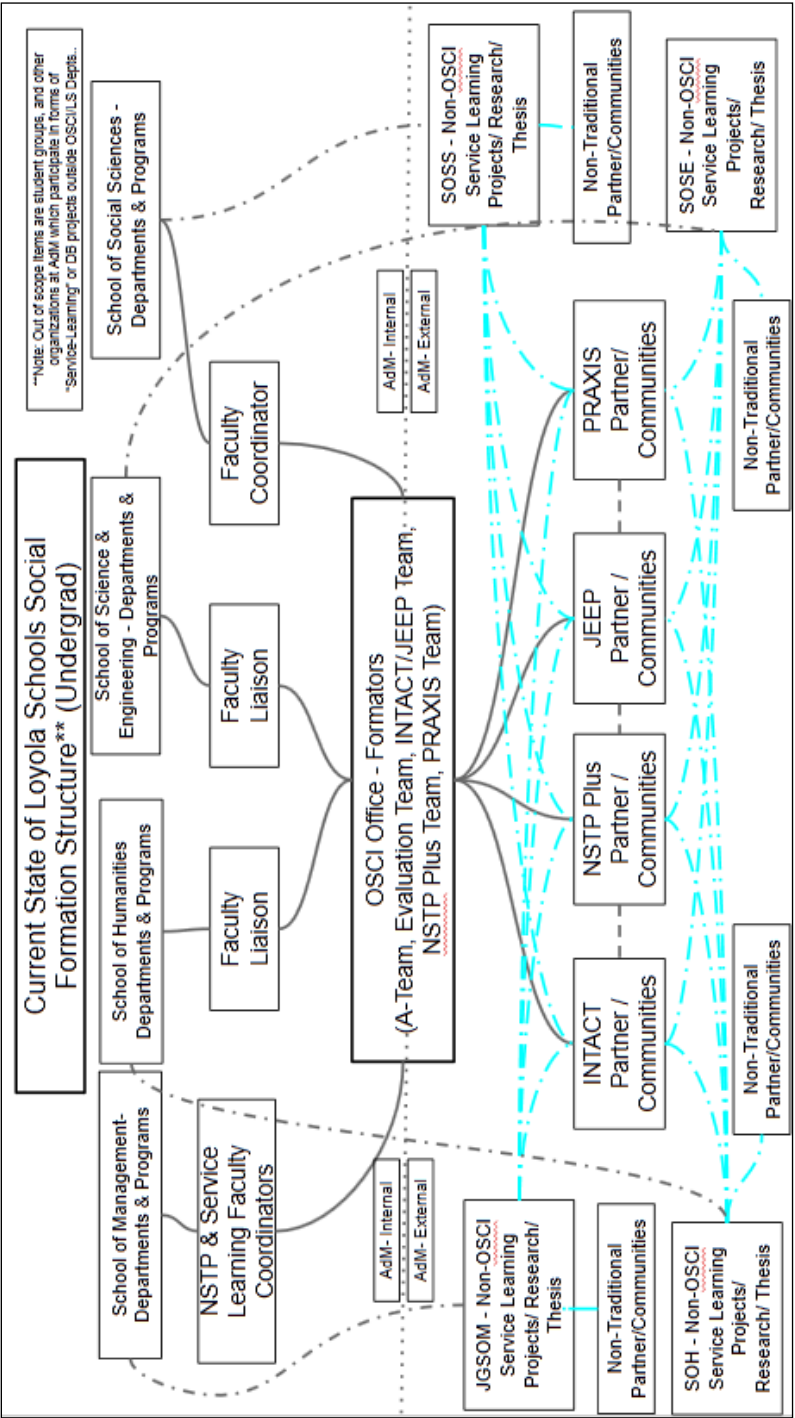
¹⁴ In this context, confounders could be any other factor besides the OSCI-managed SFPs that may have contributed to the observed outcome.

APPENDICES

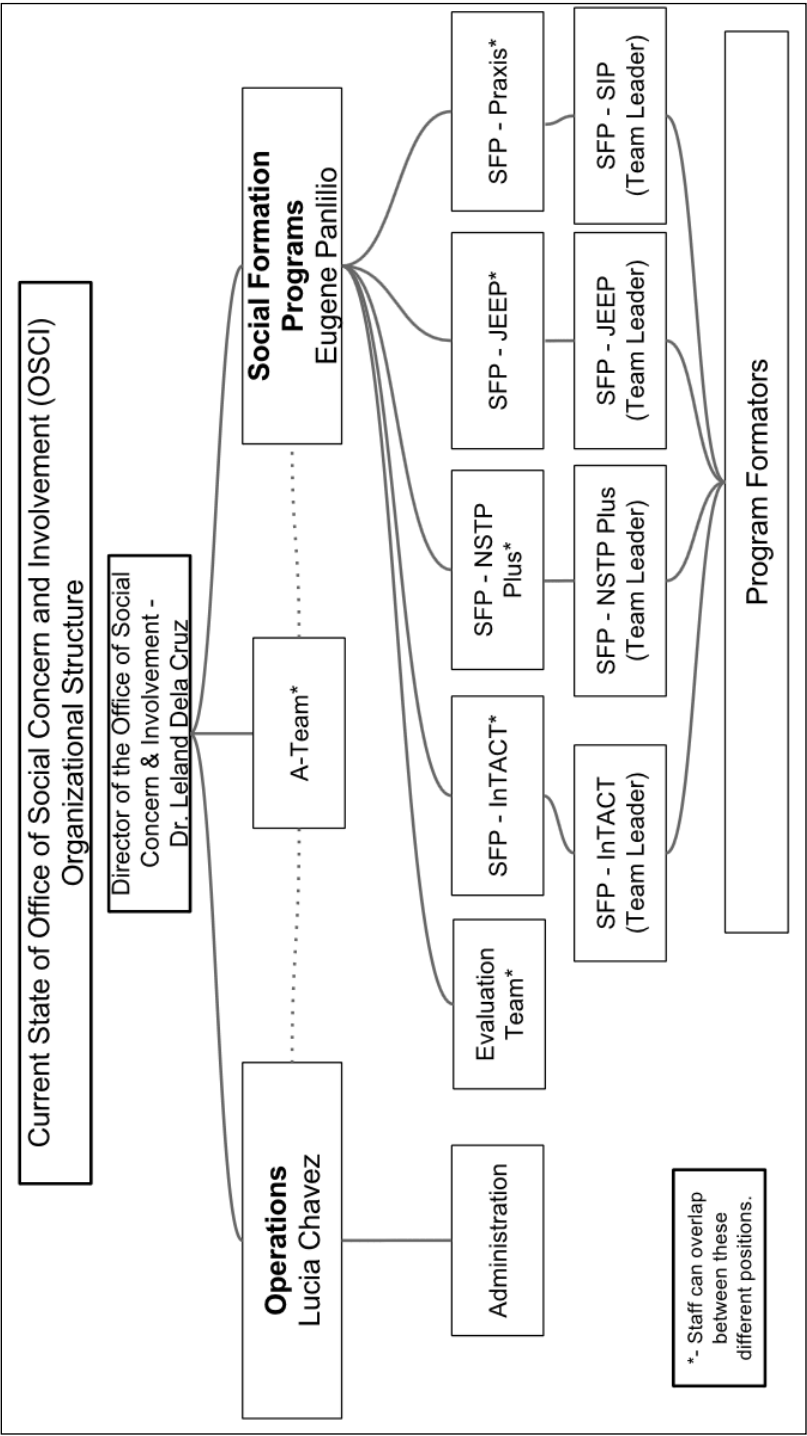
APPENDIX A - ATENEO DE MANILA UNIVERSITY ORGANIZATIONAL CHART



APPENDIX B - OSCI ORGANIZATIONAL CHART - LOYOLA SCHOOLS, COMMUNITIES AND PARTNER ORGANIZATIONS



APPENDIX C - OSCI OFFICE ORGANIZATIONAL CHART



APPENDIX D – LOGIC MODELS

LOGIC MODEL SITUATION STATEMENT FOR ALL SOCIAL FORMATION PROGRAMS

An estimated 27.1 million people, or 25.2 percent of the population of the Philippines, lives below the official poverty line.¹⁵ The Philippines' 2012 Human Development Index (HDI)--a summary measure of long-term progress in three basic dimensions of human development: a healthy and long life, access to knowledge and a decent standard of living-- was .654 out of one, placing the Philippines in the medium human development category and ranking it 114 out of 187 countries for such index in 2012.¹⁶ In 2009, the Philippines' Gini Index was 44.8 (0-100, zero is perfect income equality), which placed the Philippines in 42nd place out of 136 ranked countries (rank one is highest income inequality).¹⁷

Poverty particularly affects certain sectors of the population, which renders them especially vulnerable to hunger, disease, natural disasters, unemployment, and other shocks and risks. Among the 14 basic sectors identified by the government, fisherman, farmers and children consistently post the highest poverty indices in the country; in addition to these three sectors, the self-employed, unpaid family workers, and women have higher poverty indices than the general population.¹⁸ Almost 80 percent of the country's poor live in rural areas where poverty is most severe¹⁹—particularly affecting indigenous peoples, subsistence and small-scale farmers and fisherman, landless workers, women, and upland area dwellers.²⁰ In Manila, one in four people live below the poverty line²¹ and many of the urban poor live in one of the 586 slums or urban poor settlements throughout the city.²²

Among the sectors with highest poverty, the causes include declining productivity and profitability of farming, smaller farm sizes and unsustainable practices that have led to deforestation and depleted fishing waters, lack of non-farm income-generating activities, lack of economic growth, high underemployment, little access to productive assets and business opportunities, lack of access to microfinance services and affordable credit. Some causes are specific to particular groups: "indigenous peoples have high illiteracy rates and are affected by the encroachment of modern technology and cultures onto traditional norms and practices;" as catches are reduced, fishers have few opportunities or skills outside of fishing; "[rural] women have limited roles outside of marketing and family responsibilities."²³ Catholic leaders view the causes in a different light. Pope Francis describes these causes succinctly: "The many situations of inequality, poverty and injustice, are signs not only of a profound lack of fraternity, but also of the absence of a culture of solidarity."²⁴

¹⁵ Philippine Statistics Authority, 2012; Central Intelligence Agency, 2015

¹⁶ United Nations Development Programme, 2013

¹⁷ Central Intelligence Agency, 2015

¹⁸ Philippine Statistics Authority, 2012

¹⁹ UN International Fund for Agricultural Development, 2015

²⁰ Servants, 2013

²¹ Ibid

²² Mission Ministries Philippines, 2013

²³ United Nations International Fund for Agricultural Development, 2015

²⁴ Catholic Social Teaching, 2015

LOGIC MODEL ASSUMPTIONS FOR ALL SOCIAL FORMATION PROGRAMS

- Organizations (private, nonprofit, and government)/communities will participate in the SFP activities.
- Students, program staff, faculty, partner organization, and target community members have the disposition to pursue SFP activities.
- Students, partner organizations and target communities will be positively impacted by the SFP.
- Students will be equipped with the knowledge, skills, and motivation necessary for the implementation of their activities within the communities.
- OSCI Formators are well prepared & equipped to manage & implement program activities.
- Meeting the medium to long-term needs of communities is compatible with the short-term nature of courses & immersion.
- Organizations and communities will develop a long-term relationship with the SFP.
- OSCI has sufficient resources and funds for the SFP.
- The SFP experience increased students' awareness to social realities leading them to increased motivation to help marginalized communities.
- Exposure through SFP leads to awareness of sectoral situation, discipline-related action, and/or medium to long-term solidarity action.
- Choice of area is appropriately matched to SFP objectives.
- Student, partner organization, and target community impact is solely the result of the SFP.
- Students, Partner organization, and target community members are readily able to discern the benefits of SFP activities or how they connect to their lives.

LOGIC MODEL EXTERNAL FACTORS FOR ALL SOCIAL FORMATION PROGRAMS

- Local & national politics & policy changes can affect organization, community, or student participation in the SFP. National changes in 2017 are likely to have significant impact. E.g. an impending academic school year could decrease the number of applicants, leading to a decrease in the number of students participating in the program.
- An economic downturn can possibly affect the participation of partner organizations or target communities or University support of SFPs.
- Possible security (student safety) threats organizations and communities might face.
- Natural disasters, such as typhoons and volcanoes, can affect participation, scheduled activities, operation of target communities and lives of target community members.
- NSTP program only: National requirement for all tertiary level students to participate in NSTP, under Republic Act (R.A.) 9163, could be modified or removed.

APPENDIX D (I) – LOGIC MODEL – INTACT (PAGE 1 OF 1)

Inputs	Outputs		Outcomes		
	Activities	Participation	Short-term	Medium-term	Long-term
Program administration Program coordinators (e.g. Formators) Academic department faculty & staff Students Target communities Community coordinator or contact, host families Logistical resources (e.g. long-distance public transportation) Program & OSCI budgets; student & community budgets for DB/SL Training Materials In DB & SL, project planning and execution materials	Visits to communities/ partner institutions which try to address social problems. A few of these visits involve concrete forms of service on the part of students including the following: -Play sessions with children from marginalized communities, schools and institutions -Eco-Tours and activities with children from public schools -Community Profiling and informal surveys -Livelihood workshops	Participating students Target marginalized communities or sectors (e.g. poor urban & rural people and organizations facing psychosocial, educational, economic, health, environmental, and/or physical barriers in their lives)	Partner Organizations/Target Community		
			Increased knowledge on specific activities learned or shared		
			Increased awareness of their own community assets to address social problems		
			Experience an enhanced sense of being respected, of the value of their lives, being loved, cared for, being listened-to		
			Student		
			Increased sensitivity and openness to interact with people outside their comfort zones	Choose organizations or academic projects that use their disciplines for social development	Become professionals -for-others, with a preference for serving target communities
			Increased feelings of respect towards target communities and partner institutions		
			Increased concern for target communities		
			Increased awareness of how their discipline can be utilized to contribute to social development		

APPENDIX D (II) – LOGIC MODEL – NSTP (PAGE 1 OF 2)

Inputs	Outputs		Partner Organization/Target Community Outcomes		
	Activities	Participation	Short	Medium	Long
Program administration	Pre-engagement: Students prepare - attend orientation, workshops, research, specific classes; partner organizations and target community participants attend orientation		Experience an enhanced sense of being respected, of the value of their lives, being loved, cared for, being listened-to	Increased self-confidence, self-esteem is observed or felt	Feel empowered and gain agency to accomplish new personal goals
Program coordinators (e.g. Formators)					
Academic department faculty and staff	Engagement Proper: Students engage with communities and/or partner organizations in providing various services. Examples: - Tutoring and mentoring - Computer and financial literacy trainings - Leading workshops--art, science, voice and dance, disaster preparedness and management, team building and leadership - Community profiling and surveying - Information dissemination - Psychosocial services/ social formation (Social skills, values, and catechism) - Product Development - Market Surveys - Product Sampling and door to door sales - Livelihood Assessments - Administrative assistance to government agencies	Participating students Target marginalized communities and/or partner organizations working in various sectors (e.g. poor urban and rural people and organizations facing psychosocial, educational, economic, health, environmental, and/or physical barriers in their lives)	Increased sense of being equipped to practice what they have learned Enhanced understanding or increased subject knowledge Increased or improved knowledge of a skill (e.g. computer, art, dance, leadership) Increased exposure to desired values and virtues Gain life and social skills Increased work output or savings in resources Organizations/ communities benefit from students' presence and activities Organizations and communities gain new information, knowledge, skills from students	Adopt, implement, or practice the new specific innovation, ideas, and/or skill Restructure or modify new ideas and innovation to fit their needs Communities express desire for continued presence of OSCI activities Save time and resources	Value OSCI social formation programs Continue to have a long-term support system from OSCI Save time and resources Continually restructure or modify learned solutions to meet needs and/or share new expertise with other communities A culture of resilience is developed in relation to disaster preparedness and management
Students					
Target communities					
Community coordinator or contact, host families					
Logistical resources (e.g. long-distance public transportation)					
Program and OSCI budgets; student and community budgets for DB/SL	Post-engagement: In DB, students may produce technical output for community. In SL, students produce technical output				
Training Materials					
In DB and SL, project planning and execution materials	Ongoing: Students participate in reflections, classroom sharing; Leadership makes strategic and final decisions about programs, manage budgets; faculty provide disciplinary instruction, if applicable, oversight of projects; formators coordinate immersion logistics, paperwork, trainings, reflections, data collection				

APPENDIX D (II) – LOGIC MODEL – NSTP (PAGE 2 OF 2)

Student Outcomes		
Short	Medium	Long
<p>Increased feelings of respect for target communities and partner organizations</p> <p>Has a growing sense of social awareness and civic consciousness; showing more sensitivity and responsiveness to the needs of others</p> <p>Has a growing sense of self-awareness, and able to develop a capacity to discern role in society</p> <p>Acquires social interaction and integration skills relevant to community service</p> <p>Becomes aware of ways to get involved using their respective disciplines</p> <p>Displays enhanced resiliency towards challenges</p> <p>Displays a deeper sense of community and becomes motivated to do more or find more ways to be of service</p>	<p>Reconsiders degree choice as a result of program experience</p> <p>Volunteers to engage in similar activities outside of school requirements or through involvement in other interest groups</p> <p>Establishes relationships with program recipients or demonstrates concern for their welfare</p>	<p>Become professionals-for-others: graduates working in or establishing organizations dealing with marginalized groups or communities and/or having a preference for serving target communities</p> <p>Heightened spirit of volunteerism among graduates whether related or unrelated to their professions</p> <p>More socially-aware and involved college graduates</p>

APPENDIX D (III) – LOGIC MODEL – JEEP (PAGE 1 OF 2)

Inputs	Outputs		Partner Organization/Target Community Outcomes		
	Activities	Participation	Short	Medium	Long
Program administration Program coordinators (e.g. Formators) Academic department faculty and staff Students Target communities Community coordinator or contact, host families Logistical resources (e.g. long-distance public transportation) Program and OSCI budgets; student and community budgets for DB/SL Training Materials In DB and SL, project planning and execution materials	<p>Pre-engagement: Students prepare-attend classroom orientation sessions (in Philosophy classes), area enlistment, integration session, medical assessment, and area orientation</p> <p>Engagement Proper: Area engagement/consultation (16 hours) - students partake in activities such as capacity building, service supervision, service, information dissemination, and monitoring and data collection</p> <p>Post-engagement: Students participate in guidance sessions, philosophy procession sessions, and social analysis. Area contact person attends an area evaluation</p> <p>Ongoing: Leadership makes strategic and final decisions about programs, manage budgets; faculty provide theological and disciplinal instruction, oversight of projects; formators coordinate immersion logistics, paperwork, trainings, reflections, data collection</p>	Participating students Target marginalized communities and/or partner organizations working in various sectors (e.g., poor urban and rural people and organizations facing psychosocial, educational, economic, health, environmental, and/or physical barriers in their lives, government, supermarkets/convenience stores, department store types, entertainment and leisure)	Experience an enhanced sense of being respected, of the value of their lives, being loved, cared for, and being listened to Organizations (private, nonprofit, and government)/communities learn how to mentor students Organizations/communities benefit from students' presence and activities Organizations and communities gain new information, knowledge, skill from students	Increased self-confidence, self-esteem is observed or felt Organizations and communities use the knowledge, skill, information gained from the students A relationship with students and OSCI staff is established	Feel empowered and gain agency to accomplish new personal goals Continue to have a long-term support system from OSCI; feel supported by University, OSCI staff, students, and graduates Continually restructure or modify learned solutions to meet needs and/or share new expertise with other communities Organizations and communities value this type of program

APPENDIX D (III) – LOGIC MODEL – JEEP (PAGE 2 OF 2)

Student Outcomes		
Short	Medium	Long
<p>Increased feelings of respect for target communities and partner organizations</p> <p>Experience an increased ability to analyze sectoral problems/issues and identify their role in social structures</p> <p>Has heightened understanding of the situation of the less privileged and are able to empathize with the realities these people face or experience daily</p> <p>Develops a sincere and genuine motivation to help and work alongside the people being assisted</p> <p>Student becomes aware of ways to get involved using their respective disciplines</p>	<p>Demonstrates higher levels of engagement in the community and classroom: (i) Volunteers to engage in similar activities outside of school requirements or through involvement in other interest groups, (ii) Increases classroom participation</p> <p>Establishes relationships with program recipients or demonstrates concern for their welfare</p> <p>Is motivated to act or to commit to render acts of service</p> <p>Experiences strengthened capacity to apply/utilize their skills learned in their respective disciplines through the JEEP sectors</p>	<p>Professionals who end up in leadership positions are sensitive to the presence and needs of workers in lower positions</p> <p>Company or business owners provide better benefits to employees</p> <p>Professionals participate in advocacies that contribute to better working and living conditions for underprivileged and their surroundings (e.g., corporate social responsibility)</p> <p>Heightened spirit of volunteerism among graduates whether related or unrelated to their professions</p>

APPENDIX D (IV) – LOGIC MODEL – PRAXIS (PAGE 1 OF 2)

Inputs	Outputs		Partner Organization/Target Community Outcomes		
	Activities	Participation	Short	Medium	Long
<p>Program administration</p> <p>Program coordinators (e.g. Formators)</p> <p>Academic department faculty and staff</p> <p>Students</p> <p>Target communities</p> <p>Community coordinator or contact, host families</p> <p>Logistical resources (e.g. long-distance public transportation)</p> <p>Program and OSCI budgets; student and community budgets for DB/SL</p> <p>Training Materials</p> <p>In DB and SL, project planning and execution materials</p>	<p>Pre-Immersion: Students prepare - attend orientation, workshops, research, specific classes; foster families or host communities identified and attend orientation</p>	<p>Participating students</p>	<p>Experience an enhanced sense of being respected, of the value of their lives, being loved, cared for, being listened-to</p>	<p>Increased self-confidence, self-esteem is observed or felt</p>	<p>Feel empowered and gain agency to accomplish new personal goals</p>
	<p>Immersion Proper: Foster families or host communities engage students in their day-to-day activities and share their lived experiences or stories; students conduct events, attend structured activities and/or presentations</p>	<p>Target marginalized communities and/or partner organizations working in various sectors (e.g. poor urban and rural people and organizations facing psychosocial, educational, economic, health, environmental, and/or physical barriers in their lives)</p>	<p>Experience increased sense of partnership in immersion and project design</p>	<p>A relationship with students and OSCI staff is established</p>	<p>Continue to feel supported by University, OSCI staff, students and graduates</p>
	<p>Post-Immersion: Students and host communities participate in shared reflection; students participate in reflections, classroom sharing; In DB, students may produce technical output for community. In SL, students produce technical output</p>		<p>Knowledge increases about a solution to a specific community need</p>	<p>Utilize community assets to build capacity and show solidarity within own communities</p>	<p>Continually restructure or modify learned solutions to meet needs and/or share new expertise with other communities</p>
	<p>Ongoing: Leadership makes strategic and final decisions about programs, manage budgets; faculty provide theological and disciplinal instruction, oversight of projects; formators coordinate immersion logistics, paperwork, trainings, reflections, data collection</p>		<p>Have a better understanding of community needs and assets they already possess to address those needs</p> <p>Have an increased understanding of diverse resources available from University</p> <p>Save time and resources in project design</p>	<p>Adopt, implement or use the proposed solution to gain access to livelihood projects, self-police, self-promote, or to diversify income-generating activities</p> <p>Third party organizations or government utilize solutions to restructure, improve, or begin projects to benefit target communities or for beneficial policy design</p>	<p>Experience increased resilience to shocks</p> <p>Individual or communal incomes and/or savings increase, stabilize</p> <p>Environmental pollution decreases</p> <p>New policies are adopted that benefit target communities</p>

APPENDIX D (IV) – LOGIC MODEL – PRAXIS (PAGE 2 OF 2)

Student Outcomes		
Short	Medium	Long
<p>Increased feelings of respect, value, love and care for the community members they interact with</p> <p>Have an increased ability to identify the issues and concerns of marginalized communities</p> <p>Increase their sense of being socially-aware, engaged, sensitive and empathetic for situations of the marginalized</p> <p>Gain an awareness and grasp of how their vocation or career can be utilized to become a professionals-for-and-with-others</p> <p>Experience an enhanced sense of value for relationships with communities served and in personal relationships</p> <p>Increase their knowledge, skills, and/or tools for integrating their discipline to address a specific community need</p> <p>Student is motivated to act or to commit to render acts of service</p> <p>Experiences an enhanced sense of how their Praxis experience relates to discipline-related course materials</p>	<p>Demonstrates higher levels of engagement in the community and classroom: (i) engage in similar activities outside of school requirements or through involvement in other interest groups, (ii) Increases classroom participation</p> <p>Establishes relationships with program recipients or demonstrates concern for their welfare</p> <p>Develops the habit of continuous learning through discernment</p> <p>Life style, values, career direction show a disposition towards careers and activities that serve the common good</p> <p>Student is able to utilize his discipline-based skills, tools, and knowledge in communities beyond those he was originally exposed to</p>	<p>Graduates are academically-competent, spiritually mature, and culturally-rooted</p> <p>Graduates become persons for- and with-others with the desire and ability to contribute meaningfully to Philippine society as servant-leaders engaged in various fields or professions and with a particular reference for target communities</p>

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Appendix E - Stakeholder Assessment in Relation to OSCI-Managed SFPS Table

The stakeholder assessment below was based on key informant interviews and focus group discussions with primary (1st), secondary (2nd) and tertiary (3rd) stakeholders and participant observation during the UMN Team field visit in the Philippines in January 2015. It was also based on personal communication with the current OSCI Director, OSCI's capstone project proposal to the Humphrey School of Public Affairs, OSCI website content, and internal office and accreditation documents shared with the UMN Team.

Key: Meaning of Colored Cells			
Process	Outcomes	External Factors	Reputation Related

Stakeholder	1 st , 2 nd , or 3 rd Level	Stakeholder interests, concerns and questions
OSCI Formators	1st	<ul style="list-style-type: none"> Am I doing my job correctly or appropriately? Do I have enough guidance and resources to do my job well, as I coordinate with administration, faculty, students, partner organizations, and target communities? Is there a better way to be doing our activities? Is the goal or strategy of converting all SFPS into Service-Learning programs the best way to meet our objectives, improve impact on students and communities? How will the strategy pursued affect my work and how will I be prepared for it? Do I have sufficient resources to make the best of our SFPS? Are we spending sufficient time in communities to have sustainable impact?
		<ul style="list-style-type: none"> Am I, as a part of the SFP's, having a good impact on the communities and students? Am I part of an office that is having positive, sustainable effects on communities and students? E.g. increasing solidarity, meeting needs in a sustainable manner, increasing servant-leadership, civically-engaged communities How do we balance this within competing demands at the University, e.g. faculty and student time?
		<ul style="list-style-type: none"> Do my superiors think I'm doing my job well? Is my work valued?

OSCI Director and Lead Formators	1st	<ul style="list-style-type: none"> • Am I hiring the best-prepared formators or giving the formators the appropriate tools, trainings, resources to do their work? • How are we meeting the accreditation board's requirement to create tools to measure student and community impact by 2017? • Is it more beneficial, effective, or efficient to work directly with communities or through partner organizations? • How well are we, as an office, handling interdisciplinary and inter-organizational interactions? • How do we ensure the best program design or strategy (inputs, activities, participants) to maximize student and community impact while balancing office and University needs and constraints? <ul style="list-style-type: none"> • Are our SFP programs meeting the desired objectives or goals for students and communities? • How do we provide evidence of the value of our work? • How do we ensure survival of the SFP's in the face of potential changes in 2017? • Are we creating deeper engagements, relationships, and having a positive impact on partner organizations and target communities? <ul style="list-style-type: none"> • How do we ensure survival of our partnerships in communities when governmental leaders change? • How can we help disseminate research and findings about our work with SFPs that can be adopted by other universities? Were other social formation projects or program being implemented in the same community and how do they affect evaluation of our SFPs? <ul style="list-style-type: none"> • Do our superiors think we are doing a good job?
Participating Students	1st	<ul style="list-style-type: none"> • Is the time I'm spending on this program worth it? • Will I have a good OSCI formator? • How will my participation and project outcomes affect my grades, graduation, and reputation, and potentially, my career objectives? • How will I balance the time needed for good projects and SFP requirements with my other responsibilities? • How did the communities and/or partner institutions/organizations/agencies rate my performance in assessments? • Did I have an opportunity to voice my opinion regarding the SFPs and the current structure in place to meet University-wide requirements?

		<ul style="list-style-type: none"> • Is my interaction with partner organizations or target communities affecting them positively? • Where applicable, was I able to contribute ideas or solutions that help communities or to see them implemented or adopted? • Did the service and presence of Ateneo students in institutions/organizations/ agencies make an impact on the target communities? • How did the OSCI SFPs affect me, the way I perceive issues regarding marginalized communities, my way of life? • How will my participation affect my career objectives?
		<ul style="list-style-type: none"> • How will my participation and project outcomes affect my reputation?
Partner Organizations	1st or 2nd	<ul style="list-style-type: none"> • Will hosting students add to our workload or help ease it-how will it affect us logistically? • Will students help us meet our organization and community's needs: performance, reach, condition, outlook, and aspirations? • How long will students be working with us? • Are we having a positive impact on participating students and communities?
		<ul style="list-style-type: none"> • Are participating students prepared to do the work our organization requires? • Are participating students sensitive to the needs of the communities we work with? • Am I doing a good job at incorporating students into our work? In mentoring or training? In evaluating their participation? What are expectations? • Will OSCI provide continuing support for us? • If there are any issues, will OSCI staff address it? How will issues be addressed? • Am I being given an opportunity (from those working at grassroots level to senior-level administration) to voice my opinion about program components or processes that may need changing to improve impact of student work on our organization or target communities?
		<ul style="list-style-type: none"> • What do University administration and OSCI staff think of our participation in their SFPs? Will they wish to continue their relationship with us?
Community / Organization / Agency - Target constituent,	1st	<ul style="list-style-type: none"> • Will I do a good job at sharing my life with students? Will students feel comfortable with me, as they come from distinct backgrounds than me? • Will I have access to Ateneo de Manila resources and students for the time I feel is necessary to maintain relationships and implement and modify solutions? Will they remain in touch with me, beyond duration of activity, if I wish so? • Do I have the opportunity to voice my opinion about the SFP that I am participating in?

group, sector		<ul style="list-style-type: none"> Do I have an opportunity to shape interactions (activities) that I have with partner organization and/or students and staff from Ateneo? Will I obtain a benefit from interacting with Ateneo de Manila University or one of its partner organizations? Did the solution provided by the projects improve my wellbeing? E.g. did the program increase my feelings of solidarity, increased knowledge, skills, ideas, solutions, improvement of performance and outlook/aspirations, conditions? How are Ateneo de Manila students affected by their interaction with me? What else can the University provide to aid me in improving my wellbeing? Will they (all University actors) help me beyond the SFP activities in I need it? Such as during times of calamity, implementation of other projects? Will our local government authorities allow us to freely participate with the SFPs and OSCI partners for the SFPs? Will they listen to University suggestions for improvement of our lives? Did the partner organization, University staff, and students follow through on their word and promises?
Loyola Schools Faculty Coordinators/ Liaisons	2nd	<ul style="list-style-type: none"> Collaborating with OSCI office SFPs whenever it is appropriate and encouraging the faculty of the departments to work with OSCI-managed SFPs. Ensuring that demands of SFPs and departmental faculty are met in parallel, so that more faculty will be likely to participate. This means making a case for strong formation of students and effective impact on communities through OSCI-managed SFPs as well as answering other concerns. Properly matching formation programs, communities, and departmental interests. How do we make the programming more intentional for the students (especially through DB and SL projects) instead of just completing the course?
Integrated Ateneo Formation Program (InAF)²	2nd	<ul style="list-style-type: none"> How do we balance the fact that University faculty are on three-year terms and that expecting medium and long-term community and student impacts require a longer-term commitment? How do we increase involvement of departments and faculty within InAF-related formation, including SFPs How do we increase discipline-based and service learning activities within the coursework in the Loyola Schools How do we provide students with opportunities that can help develop and integrate the personal, academic, socio-cultural and spiritual dimensions that comprise each student's person? How are we validating that students are being formed to be persons-for-others who will contribute meaningfully to the

		<p>transformation of Philippine society?</p> <ul style="list-style-type: none"> • What are we doing to evaluate the effectiveness of creating graduates who will be catalysts for change as “professionals-for- and with-others?”
Participating Faculty from Discipline	2nd	<ul style="list-style-type: none"> • Will adopting a SL strategy affect my workload or how I interact with students? • Is working through the OSCI SFPs the best way to connect and work with communities for greatest impact (meeting community needs)? How do we best choose communities for participation? • Are we spending enough time in communities to have medium and long-term impact? • Alignment with University and Loyola Schools thrusts • Are there sufficient resources available to the faculty to further help students in SFPs? • Will I receive compensation for this? • Is it optional to choose a SL strategy within my classes? How do the SFP’s affect school curriculum? • Is the current process of choosing from a list of communities or areas provided by OSCI working well? <ul style="list-style-type: none"> • Are our DB and SL projects having a true impact on communities and reinforcing academic skills and knowledge that we have taught our students? • Am I effectively doing my job in designing and implementing DB and SL strategy of SFPs for best impact on students and communities? • Are my students well-prepared for SFP activities? • Am I contributing to the formation of professionals-for-others or service-oriented graduates? • Are my class requirements and instruction to students contributing to a benefit for our communities - solidarity, community development and social justice? • What is the impact of discipline-based and service-learning projects on the community and students? <ul style="list-style-type: none"> • There are many other community service programs being implemented by several entities of the University — graduate students, faculty, student groups, OSCI, our own community interactions--how will be separate the effect of other programs on community impact? We need a better system to track the history all of Ateneo de Manila's interaction with communities <ul style="list-style-type: none"> • How will my reputation, relationships within the University (InAF Coordinator/OSCI Director, etc.), and professional development be affected by interaction I have or don't have with OSCI SFPs? How can I utilize my participation with SFPs in a personally fructiferous way (networking, research, awards, recognitions, personal interests) • How will my own reputation with communities be affected if I work only with OSCI programs instead of working directly

		<p>with communities?</p> <ul style="list-style-type: none"> • Are our practices ethical? • How well are OSCI administration and staff communicating with us or helping or hindering our current work in the communities?
Participating Faculty in Required Theology and Philosophy Courses for all students	2nd	<ul style="list-style-type: none"> • Is changing to a SL strategy the best way to meet course objectives for student learning and also meet the community needs? What types of SFP activities or projects best meet the needs to of community and students? • How will changing from interest-based or immersion-only to SL affect my workload or the dynamics of interacting with other faculty? • Are we spending enough time in communities to have medium and long-term impact? • Am I providing an adequate space for students to reflect on their work and experience in SFP activities? • Is the current process of choosing from a list of communities or areas provided by OSCI working well? • Are we complying with Loyola Schools mandate for these required core classes? • How well is my syllabus or curriculum design meeting the desired outcomes for SFPs? <ul style="list-style-type: none"> • Are we meeting course objectives through the SFPs? Are the SFPs the most effective method for deepening subject matter appreciation by students? • Are students having positive experiences through the SFPs? Are SFPs we work with well suited to be responsive to community needs, rather than one-way impact (only student benefit)? • How are outcomes of projects/ programs a reflection of how well students internalized the course through practical application/exposure? • What is the impact of Loyola SFPs on the community and students? <ul style="list-style-type: none"> • How do program outcomes, which I may not directly control, affect my reputation?
Non-participating Faculty (Potential participants)	3rd	<ul style="list-style-type: none"> • Will I be required to participate in OSCI-managed SFPs? Is it a democratic process of choice? • How will my workload change if I collaborate with OSCI-managed SFPs? • How will I have to change my syllabus or curriculum to meet demands of SFPs? • What are the procedures or steps to participate with OSCI SFPs? Will there be continuous support, so that I am meeting the demands of SFPs if I do participate? • Are there sufficient resources available to the faculty to further help students in SFPs?

		<ul style="list-style-type: none"> • How will participating or collaborating with OSCI-managed SFPs affect me? • Are the SFP's the most effective method for deepening subject matter in students? • Are the SFP's the way to meet community needs? Do OSCI-managed SFP's have a positive impact on communities?
		<ul style="list-style-type: none"> • How will participation or non-participation in OSCI-managed SFPs affect my reputation? E.g. Will I be recognized for my "extra" work with SFPs? Will it affect my relationships within the University and outside of it?
VP for Social Development	3rd	<ul style="list-style-type: none"> • University integration between different Social Development subsections: Lights for Hope, ACED, GK – Ateneo, Pathways, DReaM Team, Ateneo Institute of Sustainability. OSCI SFP participating students sometimes work with these projects, especially Pathways and DReaM team. In this case, these other subsections function as "partner organizations" for the SFPs. • How are the different subsections of the VP of Social development integrating and sharing lessons learned and best practices? • How are there ways that the VP of Social Development can support and coalesce the efforts of the Loyola Schools to share resources and data more efficiently?
		<ul style="list-style-type: none"> • Are the results of SFP's feeding into the office's mission or strategic goals, and does the work being done through the SFPs a positive addition to our goals? • What are the impacts that OSCI SFPs and other subsection offices are having on the greater local and national development of communities? • Are the SFPs helping to accomplish University strategic goals regarding nation building, environment, and development?
		<ul style="list-style-type: none"> • Are we leading in strengthening, aligning and consolidating existing and future efforts of students, faculty and members of Ateneo community in responding to social and overall national and local development concerns?
Office of VP Loyola Schools	3rd	<ul style="list-style-type: none"> • Is the University meeting accreditation board's requirement to create tools to measure impact of SFPs on communities and other involved parties?
		<ul style="list-style-type: none"> • Are OSCI-managed SFPs having a positive impact on students and communities? • Is OSCI doing their work well in meeting their part of University objectives through the OSCI-managed SFPs? • Are we spending our resources wisely through the SFPs?
		<ul style="list-style-type: none"> • Are we meeting accreditation board's requirements?

President and Ateneo de Manila University System	3rd	<ul style="list-style-type: none"> • Are we hiring and developing faculty, administration, and staff that will help uphold the University's mission and vision?
Coordinator for Faculty Social Involvement¹	3rd	<ul style="list-style-type: none"> • How is the existence and community work through the SFP's affecting University reputation? • Are we meeting the strategic plan objectives?
		<ul style="list-style-type: none"> • How can we coordinate with OSCI-managed SFPs to dually meet faculty's requirements for faculty social involvement? • How can work through OSCI's SFPs help faculty meet new University research goals? • How can we help faculty see the value of participating in helping and molding students to be "professionals for others" through the SFPs, especially with new strategy to move to DB and SL-based SFPs?

Appendix F- OSCI-Managed SFP Evaluation Plan Table

1. How are the OSCI-managed social formation programs impacting the target communities they serve?			
Type of Data	Source of Data*	Collection Method	Timing
<p>Progression of effects of received solidarity: For target communities – a sense of respect, value of their lives, being loved, cared for, and listened-to, to self-confidence and self-esteem, to empowerment, agency, and action in shared solidarity or civically engaged communities, includes sharing of solutions with others.</p> <p>For partner organizations– a sense of respect, appreciation and acknowledgement for their social development work.</p> <p>Relationships: Establishment and growth of relationships with Ateneo students, partner organizations, OSCI, and University. Including number of target communities and partner organizations that wish to continue to work with OSCI SFPs due to positive experiences.</p> <p>Quality of life and wellbeing: poverty reduction; stability - psychosocial, economic, health; resilience to shocks; self-sufficiency; pollution control; skills and knowledge gained.</p> <p>Solutions to needs: savings on project design; community goals, resources available and needed, diversification of income, self-policing, self-promotion, and new beneficial policies.</p>	Simple randomly selected communities (members) participating in OSCI SFPs	New third-party-led focus group that ends with a short demographic survey	Immediately or soon after end of the project, end of one-time activity, or end of whole engagement. Depends on program.
	Simple randomly selected key persons from partner organizations	New paper third-party-conducted survey interview	
	OSCI formators collect at randomly selected activities	Voice recordings	During reflection/ processing activities with communities
	Participating faculty	New online survey	End of the school year
	OSCI formators	New anonymous online survey	

2. How is each of the social formation programs impacting the students or adding to the transformation of participating students?

Type of Data	Source of Data*	Collection Method	Timing
<p>Student progression in demonstrating solidarity (based on existing solidarity matrix): from feelings towards, knowledge and sense of solidarity, to openness and ability to interact with marginalized communities, to undertaking of solidarity action (e.g. participating in non-required volunteering).</p> <p>Awareness and knowledge: of poverty in urban and rural areas, of marginalized communities.</p> <p>Sense of empowerment: in ability to identify needs and assets of the community, inserting self appropriately according to skills and talents, and political and social positions.</p> <p>Effect on lifestyle or life direction: appreciation of participation in SFPs, Increased interest in jobs in social services, effect on personal life goals and values, grades and learning outcomes. Includes percentage of students that graduate with permanent sense of social responsibility to others.</p>	Simple randomly selected first, third, and fourth year students participating in SFPs	New online post experience survey	Towards the end of the participating semester
	Simple randomly selected second year students participating in SFPs	New online post experience survey	Towards the end of the school year
	Simple randomly selected fourth year students who participated in all the SFPs	New third-party-led focus group that ends with a short demographic survey	Towards the end of the school year. Every other year
	Simple randomly selected communities (members) participating in OSCI SFPs	New third-party-led focus group that ends with a short demographic survey	Immediately or soon after end of the project, end of one-time activity, or end of whole engagement. Depends on program
	Simple randomly selected key persons from partner organizations	New paper third-party-conducted survey	
	Participating faculty	New online survey	End of the school year
	OSCI formators	New anonymous online survey	

3. How is current program design affecting desired outcomes for participating students and target communities?

Type of Data	Source of Data*	Collection Method	Timing
<p>Note: Program design includes inputs, activities and participants</p> <p>Resources: human and financial - sufficient to run activities to max potential? Have greatest impact on students and communities?</p> <p>Capacity: are participating faculty and OSCI formators well prepared to positively affect student, partner and community outcomes? Are students well prepared for projects?</p> <p>Comparison of strategies: interest-based, discipline-based, service learning. Particularly, is there greater student and community impact of service learning over the other two? Should OSCI formators follow a cohort model or continue as is? How does the scaffolding, or of lack thereof, of SFP's affect student outcomes?</p> <p>Time and place: working with new communities frequently versus having same partner organization/community for the four years or other possibilities; How amount of time spent in activities affects outcomes; working with partners and third parties (NGO, Government) versus working directly with the target community.</p> <p>Assessment of logistics: communication and coordination of OSCI office with communities, students and academic departments.</p>	Simple randomly selected incoming (first year) students	New online pre-experience survey	Before any InTACT activities take place
	Simple randomly selected first, third, and fourth year students participating in SFPs	New online post-experience survey	Towards the end of the participating semester
	Simple randomly selected second year students participating in SFPs	New online post experience survey	Towards the end of the school year
	Simple randomly selected fourth year students who participated in all the SFPs	New third-party-led focus group that ends with a short demographic survey	Towards the end of the school year. Every other year
	Simple randomly selected communities (members) participating in OSCI SFPs	New focus group that ends with a short demographic survey	Immediately or soon after end of the project, end of one time activity, end of whole engagement. Depends on program
	Simple randomly selected key persons from partner organizations	New paper third-party-conducted survey interview	
	Participating faculty	New online survey	End of the school year
	OSCI formators	New anonymous online	

Note: The tool created for each source of data—except those for students—will cover all of the three evaluation questions. Only two of the evaluation questions will be covered in the student tools. Each data source will be asked about the types of data identified for assessing each evaluation question.

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DEFINITIONS

Discipline-Based (DB) Learning SFP- This involves an immersion or activity that is related to the student's main discipline (area of study). There is no technical output and the program is not tied to a particular course.

Developmental Evaluation - This type of evaluation typically occurs in the design process of a program.

Focus Group Discussion (FGD) - One of many qualitative data analysis tools designed to provide evaluators the ability to engage with a sample population of the organization or group being evaluated. The activity requires gathering demographic information from focus group members which becomes an important consideration during the conduct of Focus Group Interviews/ Discussions. Ensuring that the intent of data collection is well understood by the members ahead of time is also important. Keeping the size of the group to a manageable number increases the likelihood that all participants will have the opportunity to speak.

Formative Evaluation - The findings from this type of evaluation are used for an "improvement-focused" process that seeks to "develop, refine, and revise" the program.

Formators - Professionals working for the OSCI who develop and lead the social formation activities for the undergraduate students of the Loyola Schools system at Ateneo de Manila University. Each formator works within one of the school years of social formation or provides support across multiple formation years, in the case of INTACT and JEEP. The formators also conduct a variety of pre and post evaluations with students, as well as orientation and concluding seminars at the beginning and end of program phases. Additional responsibilities with students during field activities include, identifying communities and designated fields of engagement, identifying transportation provisions going to and coming from the area, implementing monitoring systems for student activities, and crafting emergency plans for students during their area visits.

Interest-Based (IB) Learning SFP- Involves an immersion or activity that does not relate either to the student's main discipline (area of study) or to a specific course. There is no student-produced required technical output for the community or partner organization.

Ignation Spirituality - The spirituality practiced by the Jesuits whose founder is Saint Ignatius of Loyola, a 16th century Spanish priest and theologian.

InAF - Formation program that supplements the Atenean's academic formation. The program is designed to run developmentally from a student's freshman year to senior year. It provides modules on leadership formation, personal development, social responsibility, cultural development, and spiritual formation.

INTACT – Freshmen or first year students go through a half-day immersion trip to a marginalized community and are exposed to discipline-based interventions that tackle a particular social issue.

Interview Protocol - A collection of evaluation plan questions, research methodology, consent form, and interview questions that will be presented to a focus group or interview subject prior to commencing with interview procedures.

JEEP - Juniors go through this program where they render 16 hours of service through a formal labor setting as volunteer employees or as volunteers for government or non-governmental institutions. Over the years, an increasing number of service activities performed by students have been credited to a discipline-related subject.

Logic Model - In developing a Logic Model, stakeholders identify the program's context, underlying assumptions, resources and other inputs, activities, goals and anticipated short and long-term impact. Through this process stakeholders understand the program's goals, why the program exists, and where it is likely to be going (Russ-Eft, Preskill, 2009).

NSTP - All students, regardless of citizenship, are required to take the NSTP-PLUS of the Ateneo de Manila University, as part of the Integrated Non-Academic Formation (InAF) program. Students are able to choose among the following programs: Literacy Training Service (LTS), Civic Welfare Training Service (CWTS), and Military Training Service (MTS).

Partner Organizations - Government or non-governmental institutions that OSCI works with that provide services to target communities.

PRAXIS - Seniors undergo a weekend immersion in a community, to live as the marginalized live. Some of these immersions lead to a discipline-related output that makes some contribution to the community or the institution helping the community.

Process Flow Mapping - The method of depicting the flow of steps in a process where predecessors and successors provide an output to the next linking successor down the chain. Ultimately the final position of the process flow can also be the beginning of another phase in a larger system of joined process flow maps.

Stakeholders - People who have an interest in the program (even if they may not participate in the programs) and those who may be directly affected by the programs. Their stakes (goals, expectations, values, successes, strengths, weaknesses, opportunities, threats, etc.) can be one or many items. People who are affected the most by program activities are listed as primary stakeholders (1st level).

Service Learning SFP - Involves an immersion or other type of activity that is related to the students' main discipline (area of study), requires a technical output for the community or partner organization, and has implications on the students' GPA by being tied to a specific course.

Social Formation Programs - Community engagement programs at the Loyola Schools that are focused on developing and forming students into servant leaders who are "persons-for-others".

Summative Evaluation - This is typically done after completion of the program or, for ongoing programs, this happens when they have reached a "stabilization" period or when external stakeholders or decision makers request for it.

Target Community – The final recipient of the intervention. This could be community members, or government and non-governmental institutions.

World Café - A method for creating a living network of collaborative dialogue around questions that matter in real life situations. World Café is a way of fostering interaction and dialogue with both large and small groups. It is particularly effective in surfacing the collective wisdom of large groups of diverse people. At the conclusion of the World Café, the whole group will share discussed outputs and “harvest” the conversations.

Evaluation Toolkit

Part 2

University of Minnesota

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PA 8081 Global Policy Capstone

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EVALUATION TOOLKIT: PART 2

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PA 8081 - GLOBAL POLICY CAPSTONE

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GUIDELINES FOR EVALUATION PLAN DATA COLLECTION METHODS

This section will provide a step-by-step guide for the Office for Social Concern and Involvement (OSCI) evaluation team on how to implement the evaluation tools created by the UMN Team based on the Evaluation Plan Table (**Appendix A**). Utilizing these tools in the field is intended to provide information that will help OSCI understand the impact taking place in communities and among students who participate in the OSCI-managed social formation programs (SFPs) of the Ateneo de Manila University (AdMU), and how the program design of the OSCI-managed SFPs are affecting the University's desired outcomes.

The design of the tools was guided by the three evaluation questions which the UMN Team came up with based on the outcomes identified in the logic models of each SFP as well as the stakeholder analysis. Inputs to both evaluation approaches were heavily informed by the focus group discussions and interviews conducted by the UMN Team during their field visit. The three evaluation questions found in the Evaluation Plan Table are each intended to be answered by specific types of data which the collection methods or tools enumerated below are designed to draw from identified respondents namely, the community, partner organizations, faculty, students, and OSCI formators:

1. New third party-led community focus group that ends with a short demographic survey
2. Community voice recordings (Only covers first evaluation question in the Evaluation Plan Table)
3. New paper survey interview for partner organizations
4. New online survey for participating faculty
5. New online pre- and post-experience surveys for students (Only covers second and third evaluation questions in the Evaluation Plan Table)
6. New focus group for students that ends with a short demographic survey
7. OSCI formator online survey

Each of these tools (except for the student survey) has three main sections that correspond to the three evaluation questions. The first section seeks answers related to the impact of SFPs on communities or partner organizations. The second section asks questions about the impact of the programs on students, and the third section inquires about the effect of certain aspects of the SFP program design on respondents.

It should be noted that participation in focus groups and surveys is to be strictly voluntarily; no one should be forced to participate. See **Appendix B** for the timeline on when data collection should be conducted within the school year using these tools.

SAMPLING PLAN

Sampling is a method used in evaluations when it is difficult or not feasible to involve the entire population in the evaluation. Reasons for this include: time constraints, cost constraints, limited accessibility, and risk of accuracy being compromised. Items that need to be considered while considering sampling methods include: budget, size of population, geographic location(s) of population(s), data collection method(s), and the variance in the population. Findings of the evaluation that OSCI intends to conduct should be generalizable to the larger populations from where samples are sourced with a high degree of confidence, hence, “non-probability sampling” practices will not be considered in this Evaluation Plan. Non-probability sampling methods include convenience sampling, purposive sampling, and snowball sampling (Russ-Eft, Preskill, 2009).

Probability sampling ensures that every member of the population has an equal chance of being selected for the sample. The following methods can be used when using probability sampling:

- **Simple random sampling** - Simple random sampling is completed by merely taking the whole population and randomly selecting those who will be part of the sample.¹
- **Systematic sampling** - A random starting point in the sample frame is chosen, and then a constant interval is used to select each respondent for the sample. This is more efficient than simple random sampling and the formula used to compute the skip interval is the population size / sample size.²
- **Cluster sampling** - In cluster sampling the population is divided into clusters, or subgroups that are very similar to each other, and then one of the two sampling methods are used: perform a census on one or a few of the clusters of the entire population, or randomly select more clusters and take a sample of them. Area sampling (clusters are a form of geographic location) is an often-used form of cluster sampling. There is a danger of error in cluster sampling if the clusters are not actually homogenous.³
- **Stratified random sampling** - identify strata or subpopulations (gender, income, etc.) and perform simple random sampling on each strata, and then weights are applied to estimate the population’s findings. Stratified sampling is best used if population is not a normal population or has a skewed distribution.⁴

The UMN Team is suggesting that simple random sampling method be used for selecting the sample groups for all tools in this volume, except for the faculty and OSCI formator anonymous online surveys. This method will work well for what the OSCI evaluation team needs since the population quantities of each of the groups below taking part in the evaluation tools are identifiable and quantifiable.

- Communities participating in SFP activities
- Partner organizations participating in SFP activities
- All AdMU students participating in SFP activities

¹ Polaris Marketing Research, http://cdn2.hubspot.net/hub/58820/docs/rl_process_wp_five_step_sampling.pdf

² Ibid

³ Ibid

⁴ Ibid

- All fourth year Ateneo de Manila students participating in SFPS activities

Below are the steps for selecting the groups for each tool created for the specific group. The basis for using this tool is for quick and easy calculations of the sample size needed to select data from, utilizing the preferred confidence level and confidence interval expected from the population.

The **confidence interval** is also known as the margin of error. "For example, if you use a confidence interval of 4 and 47% of your sample picks an answer, you can be "sure" that if you had asked the question of the entire relevant population between 43% (47-4) and 51% (47+4) would have picked that answer".⁵

The **confidence level** in research is how certain one can be with the data. The level represents how often the true percentage of the population who would pick an answer lies within the confidence interval. Most researchers use the 95% confidence level in their research. The workbook *Sample Size and Sample Selection Workbook* found in **Appendix C** contains Tab 1 Sample Size Calculator,⁶ which provides an entire table for use in figuring out sample sizes based on population size, preferred confidence level, and preferred margin of error. For example, if one had a population size of 1,000 and wanted to quantify the required sample size based on a 95% confidence level and 5% margin of error, the sample size would be 278 (Figure 1).

FIGURE 1 - SAMPLE SIZE TABLE

Required Sample Size [†] from: The Research Advisors								
Population Size	Confidence = 95.0%				Confidence = 99.0%			
	Degree of Accuracy/Margin of Error				Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943

⁵ <http://www.surveysystem.com/sscalc.htm#one>

⁶ The Research Advisors. (2006). Sample Size Table. Retrieved April 20, 2015 from <http://www.research-advisors.com/tools/SampleSize.htm>

Sample Size Selection for Communities (Example)

1. Using the provided Microsoft Excel spreadsheet “Sample Size and Sample Selection Workbook,” populate “Tab 2 – Communities” so that all communities that OSCI works with are accounted for and quantified.
2. Using “Tab 1 - Sample Size Calculator” found in the “Sample Size and Sample Selection Workbook” provided identify the total population of all the communities that are accounted for in “Tab 2.”
3. For example, a total population of 250 communities entered in “Tab 2” of the Excel workbook will direct the evaluator to “Tab 1,” specifically to the row within to the “Population Size” column which has the value 250 populated in it (Figure 2).
4. Once this row has been identified, look across the row to the other columns which contain sample size data corresponding to the population size of 250 based on different margins of error (5%, 3.5%, 2.5% and 1%). For purposes of this example, we will select the value “152,” which will provide the evaluator a sample size that will have a confidence level of 95% and a margin of error of 5%, which are standard values used by researchers in the social sciences.
5. Once the sample size has been selected (in this case, 152), move to the sample selection steps below.

FIGURE 2 - SAMPLE SIZE - COMMUNITIES (TAB 1 – SAMPLE SIZE CALCULATOR)

Required Sample Size† from: The Research Advisors								
Population Size	Confidence = 95.0%				Confidence = 99.0%			
	Degree of Accuracy/Margin of Error				Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391

Source: The Research Advisors (2006).

Simple Random Sampling for Communities (Example)

1. Populate the Excel workbook provided with all communities that the OSCI office is working with through the SFPs.
2. Using the Random Number Generator provided in the Excel workbook (image shown in Appendix C), identify each of the digits which correlate to a community number in the Excel workbook. Enter into the “Top Value” cell the number of communities as shown in Figure 3 Step 1, with value “250,” then hit enter. From this the Random Number Generator will produce a number, as seen in Figure 3 Step 2, with value “64”.
3. Then, hitting “Ctrl F” on your keyboard the “Find” dialogue box will appear. Enter into the dialogue box labeled “Find what:” the number that was generated in Figure 3 Step 2, i.e., the value “64” and hit “Enter” (Figure 3 Step 3).
4. Once the number searched for in Step 3 has been located under the “Identifier #” column, enter “Y” into the corresponding row cell under the column with header “Selected in RNG (Y/N)” (Figure 3 Step 4).
5. Repeat this process with the Random Number Generator, entering “Y” into cells until the value shown in Figure 3 Step 5 (“Total Cumm. Selected (Y)”) equals the sample size value selected above in Step 5 of the “Sample Size Selection for Communities” instructions (i.e., the value “152”).

FIGURE 3 - SAMPLE SELECTION - COMMUNITIES (TAB 2 - COMMUNITIES)

Random Number Generator for all Communities Participating in Third Party Focus Groups and Voice Recordings				
Random Number Generator (RNG)				
64 2				
Bottom Value 1				
Top Value 250 1 5				
Total Cum. Selected (Y) 0				
Identifier #	Community	Region	Barangay / City Name	Selected in RNG (Y/N)
60				
61				
62				
63				
64				Y 4

Find and Replace

Find Replace

Find what: 64 3

Find All Find Next

- Once Step 5 above is complete, use the “Filter” option in the box column header “Selected in RNG (Y/N)” to filter down the rows that have a “Y” placed within that column. This will condense down and identify the population of communities in which OSCI can plan on executing the tools provided later in this report. See Figure 4 for a sample view of the results after the spreadsheet has been filtered to all rows which have “Y” in the “Selected in RNG (Y/N)” column.

FIGURE 4 - FILTERED SAMPLE POPULATION COMMUNITIES

Bottom Value		1		
Top Value		250		
		Total Cum. Selected (Y)	5	
Identifier #	Community	Region	Barangay / City Name	Selected in RNG (Y/N)
Example	Marakina Urban Poor Community	Metro Manila	-	Y
1	Community Name	Region	Barangay / City Name	Y
8	Community Name	Region	Barangay / City Name	Y
18	Community Name	Region	Barangay / City Name	Y
27	Community Name	Region	Barangay / City Name	Y
64	Community Name	Region	Barangay / City Name	Y

Simple Random Sampling of Partner Organization (Example)

For this sample population, complete Step 1 through Step 5 described above in the “Sample Size Selection for Communities”; however, use “Tab 3 - Partner Orgs” this time in place of “Tab 2 – Communities”.

Once complete, follow Step 1 through Step 6 discussed above in the “Simple Random Sampling for Communities”; however, use “Tab 3 - Partner Org” in place of “Tab 2 - Communities”.

Simple Random Sampling of AdMU First Year through Fourth Year Students (Example)

For this sample population, complete Step 1 through Step 5 as described above in the “Sample Size Selection for Communities”; however, use “Tab 4 - AdMU Students in SFPs” in place of “Tab 2 – Communities”.

Once complete, follow Step 1 through Step 6 discussed above in the “Simple Random Sampling for Communities”; however, use “Tab 4 - AdMU Students in SFPs” in place of “Tab 2 – Communities”.

Figure 5 shows a summary level sampling plan for all sample groups identified in the Evaluation Plan Table and the Evaluation Plan tools provided in this report.

FIGURE 5 - SAMPLING PLAN FOR POPULATIONS OF INVOLVED GROUPS

Suggested Sampling Plan for Populations Participating in OSCI Evaluation Tools				
Sample Group	Known Population	Suggested Sample Set of Population (Total)	Sample Confidence Interval (%)	Sampling Confidence Level (%)
Communities	~250	152	5	95
Community Coordinator/ Partner Org.	~100	80	5	95
All AdMU Students in SFPs	~8,000	367	5	95
AdMU Fourth Year Students in SFPs	~2,000	322	5	95
AdMU Faculty in SFPs	~50	50	0	100
AdMU OSCI Formators	~30	30	0	100

EVALUATION TOOLS FOR COMMUNITY

New Third-Party Led Focus Group Community Members Voice Recordings of Community

THIRD-PARTY LED FOCUS GROUP WITH COMMUNITY MEMBERS

This tool should be used immediately or soon after end of the project, end of one-time activity, or end of whole engagement with community members participating with the OSCI SFPs. This focus group discussion should be conducted within a week but no more than a month after the end of the activity. For example, the focus group discussion related to the INTACT program should be conducted after the student exposure trip. The focus group discussions with community members should be conducted by a third party external to OSCI in order to collect as much unbiased information from the participants as possible.

Step #1: Review the “Guidelines for Focus Group” provided in this Evaluation Plan toolkit.

Step #2: A third party group that will lead the focus group discussion should to be selected prior to the conduct of the activity and be present at the activity site.

Step #3: At the completion of an activity or immersion experience, third party group representatives should gather community members willing to participate in the focus group discussion in the community.

Step #4: Introduce third party focus group leaders to the community members and allow the community or focus group members to introduce themselves.

Step #5: Following the introductions, complete the demographic survey provided.

Step #6: Explain the community focus group discussion protocol provided in this Evaluation Plan toolkit, with members of the group. (Make sure that one person is leading at all times, while another evaluator is collecting notes).

Step #7: At the conclusion of the focus group discussion, thank the members who took part in the discussions and gather up all data.

Step #8: Once all interview data are collected, transcribe the interview data that was audio-taped. Also, use any notes that were collected during the interviews for transcription.

Step #9: Analyze focus group interview data using a qualitative software such as NVivo. (Details about NVivo are found in Part 3 of the report).

Supplementary documents to this guideline include the **(i) Guidelines for Community Focus Groups; (ii) Community Focus Group Discussion Protocol; and (iii) Demographic Questions for Community.**

GUIDELINES FOR COMMUNITY FOCUS GROUPS

1. No more than 10 participants, selected using simple random sampling, should be in a focus group.
2. Participants for each focus group should come from the same activity in which they participated.
3. All interviews should be audio-recorded.
4. Field notes should be taken for all interviews.
5. Incentives should be provided to interviewees. Provide food to eat during the focus group or a monetary gift card for each focus group participant.
6. Get consent from all focus group participants.
7. Have interviewees of focus groups seated in a circle.
8. Third party focus group facilitators should assign the following roles to their team members:
 - Interviewer
 - Note taker
 - Audio recorder.
9. Repeat focus group discussion with other community members until no new information can be extracted, i.e., until saturation.

COMMUNITY FOCUS GROUP DISCUSSION PROTOCOL

Relevant Questions for Evaluation Plan

1. How are the Loyola Schools' social formation programs impacting communities?
2. How is each of the social formation programs impacting the students or adding to the transformation of students?
3. How is current program design affecting desired outcomes on students & target communities?

SAMPLE CONSENT FORM

Introduction

We are conducting an evaluation on behalf of the Office for Social Concern and Involvement (OSCI), Ateneo de Manila University on their social formation programs. Since you are a community member participating in the University's service programs, we are asking for your voluntary participation in this interview. The main purpose of this evaluation is to assess the impact of the four key OSCI social formation programs (INTACT, NSTP, JEEP, and PRAXIS) on students and communities.

We would like to ask for your permission to interview you. The interview will take approximately 1 to 1.5 hours.

- We will ask about your thoughts and personal experiences in regard to the Ateneo de Manila University-administered social formation program you were or are currently involved in.
- We will audiotape the interview and take notes during the interview.
- You can ask questions at any point during the interview.
- You can skip questions you do not want to answer and you can decide at any time if you do not want to continue the interview.
- Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the Ateneo de Manila University or the Office for Social Concern and Involvement. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.
- There are no right or wrong answers to any of the interview questions that we ask; we are simply asking for your thoughts and personal experiences.
- During the focus group discussion only one person at a time will answer questions.
- The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify you.
- There will be no compensation provided for participating in this interview.
- If you do not want something you have said included in what we share to Ateneo de Manila, please let us know.

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

1. Signature: _____ Date: _____

2. Signature:_____ Date: _____

3. Signature:_____ Date: _____

4. Signature:_____ Date: _____

5. Signature:_____ Date: _____

6. Signature:_____ Date: _____

7. Signature:_____ Date: _____

8. Signature:_____ Date: _____

9. Signature:_____ Date: _____

10. Signature:_____ Date: _____

Signature of Interviewer: _____ Date: _____

Signature of Interviewer: _____ Date: _____

Interview

Date: _____

Interviewer: _____

Transcriber: _____

Digital Recording Number: _____

Questions

1. Explain to me what your involvement was with the Ateneo de Manila University or Office for Social Concern and Involvement (OSCI) social formation program?
2. How would you describe your relationships with Ateneo de Manila students?
3. How would you describe your relationship with OSCI staff?
Probe: Please provide ways in which relationships between community members and students/OSCI staff can be improved.
4. Please share with me how students demonstrated solidarity (or otherwise) towards your community? (*Solidarity is described as sense of respect, value of lives, being loved, cared for and listened to*)
5. In what ways if any have you seen changes in your family and/or in your community since the start of the Ateneo de Manila or OSCI project activities?
6. Explain to me how this project has affected your quality of life or well-being?
 - a. Probe: Can you please provide some examples of project activities that have helped (or not helped) to improve your quality of life and well-being?
 - b. Probe: Do you have suggestions on how the program can be improved?
7. What are some concrete examples of how OSCI program activities have addressed community needs?
Probe: How has this impacted your quality of life?
8. How did your collaboration with Ateneo students happen?
 - a. Probe: Designing of projects for your community?
 - b. Probe: Shaping of activities for your community?
9. Please share any other comments that you have about the effectiveness or effects/impact (or lack thereof) of the OSCI social formation program(s) in which you were involved.

Demographic Questions for Community

All responses will be kept with strict confidentiality.

1. What is your age? Please check one.

- ☐ 9 or less
- ☐ 10-20
- ☐ 21-30
- ☐ 31-40
- ☐ 41-50
- ☐ 51-60
- ☐ 61-70
- ☐ 71 or more

2. What gender do you most commonly identify with?

- ☐ Female
- ☐ Male
- ☐ Other

3. Which type of social formation program were you involved in?

- ☐ InTACT
- ☐ NSTP
- ☐ JEEP
- ☐ PRAXIS

4. What is the name of your community?

5. What is your occupation or profession?

COMMUNITY VOICE RECORDING

Recording Randomly Chosen Events during Processing Sessions in Community

The purpose of this tool is to capture audio recordings of reflection or processing activities with communities, when students of Ateneo and their host families relate with each other or express their feelings of solidarity towards each other during Solidarity Night or after the completion of the immersion experience. These deeply emotional events may be recorded and used to further analyze the socio-emotional impact of the students' immersion experience on community members and their families. This tool will only be used for PRAXIS immersion processing activities with communities.

Step #1: Gather available family members or representatives from families who have participated in the student PRAXIS immersion program for the processing session.

Step #2: Make sure that all Ateneo students who participated in the immersion experience with the community members are present at the processing session.

Step #3: Have audio recording equipment in place and ready for recording when needed.

Step #4: Explain to the community members that portions of the processing session will be voice-recorded for program improvement purposes, and that they can ask for a copy of the recordings at any time. At this point request verbal approval from each of the family representatives who will participate if they can be recorded, and record this with the voice recorder for documentation.

Step #5: Assign one person to be in charge of the voice recorder during the processing session so that another person covering the discussion will be able to interact with the students and the community members properly.

Step #6: Assemble community members and students in a comfortable arrangement, allowing people to come in and out of the circle to discuss and share their experiences.

Step #7: Ask each student and his or her respective community host family to come forward and share their experience with the whole group. While doing this, the person in charge of the voice recorder can begin recording.

Step #8: After all the students and their community host family members have been able to share their experience with the group, ask for feedback from other community members present who wish to share their thoughts.

Step #9: At the conclusion of the group discussion, thank everyone for their open and honest feedback, and remind them that if they would like to have a copy of the recording, it can be provided in a few weeks' time.

Step #10: Once all the voice recording data are collected, transcribe the voice recordings.

Step #11: Analyze focus group interview data using a qualitative software such as NVivo. (Details about NVivo are found in Part 3 of the report).

EVALUATION TOOL FOR PARTNER ORGANIZATIONS

New Paper Third Party Conducted Survey Interview

NEW PAPER INTERVIEW SURVEY WITH PARTNER ORGANIZATIONS

The new paper interview survey with the partner organization should be used immediately or soon after end of the project, end of one time activity, or end of the whole engagement, depending on the SFP.

Step #1: Review the paper survey documents prior to conducting the paper survey interview.

Step #2: The third party facilitator conducts the paper interview survey for each of the selected community coordinators and partner organizations. The paper interview surveys should take place in the communities of the partner organizations.

Step #3: After completing the paper interview survey, thank the partner organization representatives for their time and ask them if there was anything else that you may have missed or that they would like to share about the SFPs and OSCI office.

Step #4: Once all paper interview survey data are collected, input the quantitative data into SPSS statistics software, and the comments on the survey into NVivo qualitative software. (Details about NVivo are found in Part 3 of the report).

Step #5: Analyze the survey data using SPSS statistics software and NVivo qualitative software.

A supplement to this guideline is the **Partner Organizations Interview Survey**.

PARTNER ORGANIZATIONS INTERVIEW SURVEY

Good day!

The following survey is being requested by the OSCI.
It will take approximately 60 minutes to complete.

The purpose of this survey is to understand your views on:

1. The effect that the Office of Social Concern and Involvement (OSCI) social formation program(s) has/have had on your organization and/or the communities you serve
2. The impact on students assisting in your organization/target community.
3. The design of the OSCI social formation program(s) at Ateneo de Manila University.

All answers to this survey will be kept confidential.

1) What OSCI program(s) do you work with? Check all that apply.

- ☐ INTACT
- ☐ NSTP
- ☐ JEEP
- ☐ PRAXIS

2) The OSCI managed social formation program(s) helped our organization enhance the quality of life and well-being of the communities we work with.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree or Disagree
- ☐ Agree
- ☐ Strongly Agree

Section I of III: The following statements relate to the effect of OSCI social formation programs on **your organization**. Please indicate your level of agreement by encircling the corresponding number of your choice after each statement.

SD= Strongly Disagree D= Disagree NAD= Neither Agree or Disagree A= Agree
SA= Strongly Agree DK=Don't Know NA= Not Applicable

	SD	D	NAD	A	SA	DK	NA
1. My organization is interested in developing a long-term partnership with OSCI programs.	1	2	3	4	5	6	7
2. My organization has developed a good relationship with the OSCI staff we work with.	1	2	3	4	5	6	7
3. Hosting Ateneo students helps us meet our organizational needs.	1	2	3	4	5	6	7
4. My Organization's staff feels respected by Ateneo students.	1	2	3	4	5	6	7

5. My Organization's staff seem empowered by their interactions with Ateneo students.	1	2	3	4	5	6	7
6. Our interactions with Ateneo students make us feel acknowledged for the social development work our organization does.	1	2	3	4	5	6	7
7. Our interactions with Ateneo students make us feel appreciated for the social development work our organization does.	1	2	3	4	5	6	7
8. Ateneo students helped meet our organizational goals.	1	2	3	4	5	6	7
9. Ateneo student <i>activities</i> augmented our organization's resources or helped our organization save on resources (human and financial).	1	2	3	4	5	6	7
10. Ateneo student <i>projects</i> augmented our organization's resources or helped our organization save on resources (human and financial).	1	2	3	4	5	6	7
11. Ateneo students' work helped our organization apply for grants that improved our resources.	1	2	3	4	5	6	7
12. Ateneo students' work helped our organization make better policy decisions.	1	2	3	4	5	6	7
13. Our organization felt like an equal partner in designing the project done in collaboration with Ateneo students.	1	2	3	4	5	6	7
14. Our organization felt like an equal partner in shaping the interactions or activities with Ateneo students.	1	2	3	4	5	6	7
15. As a result of my interactions with Ateneo students, I have a better understanding of our organization's needs or challenges .	1	2	3	4	5	6	7
16. As a result of my interactions with Ateneo students, I have a better understanding of the assets (e.g. financial, human, and physical) that we have within our organization to help us meet our organizational needs.	1	2	3	4	5	6	7
<p>The following statements relate to the effect of OSCI social formation programs on the target communities your organization serves. Please indicate your level of agreement by encircling the corresponding number of your choice after each statement.</p> <p>SD= Strongly Disagree D= Disagree NAD= Neither Agree or Disagree A= Agree</p> <p>SA= Strongly Agree DK=Don't Know NA= Not Applicable</p>							
	SD	D	NAD	A	SA	DK	NA

17. My target community is interested in developing a long-term partnership with OSCI programs.	1	2	3	4	5	6	7
18. My target community has developed a good relationship with the OSCI <i>staff</i> we work with.	1	2	3	4	5	6	7
19. My target community has developed a good relationship with OSCI <i>students</i> we work with.	1	2	3	4	5	6	7
20. Hosting Ateneo students helps us meet our target community needs.	1	2	3	4	5	6	7
21. Target communities feel respected by Ateneo students.	1	2	3	4	5	6	7
22. Target communities seem empowered by their interactions with Ateneo students.	1	2	3	4	5	6	7
23. Target communities seem to gain self-confidence/self-esteem by their interactions with OSCI students.	1	2	3	4	5	6	7
24. Ateneo students helped meet our target community goals.	1	2	3	4	5	6	7
25. Ateneo student <i>activities</i> helped our target community save on resources (human and financial).	1	2	3	4	5	6	7
26. Ateneo student <i>projects</i> helped our target community save on resources (human and financial).	1	2	3	4	5	6	7
27. Ateneo students' work helped our target community apply for grants that improved our resources.	1	2	3	4	5	6	7
28. Ateneo students' work helped our target community make better policy decisions.	1	2	3	4	5	6	7
29. Our target community felt like an equal partner in designing the project done in collaboration with Ateneo students.	1	2	3	4	5	6	7
30. Our target community felt like an equal partner in shaping the interactions or activities with Ateneo students.	1	2	3	4	5	6	7
31. As a result of my interactions with Ateneo students, I have a better understanding of our target community needs or challenges.	1	2	3	4	5	6	7
32. As a result of my interactions with Ateneo students, I have a better understanding of the assets (e.g. financial, human, physical) that we have within our target community to help them meet their own community	1	2	3	4	5	6	7

needs.							
<p>Section II of III: The following questions relate to the impact of OSCI social formation programs on students. Please indicate your level of agreement by encircling the corresponding number of your choice after each statement.</p> <p>SD= Strongly Disagree D= Disagree NAD= Neither Agree or Disagree A= Agree SA= Strongly Agree DK=Don't Know NA= Not Applicable</p>							
	SD	D	NAD	A	SA	DK	NA
34. Ateneo students are sensitive to our organizational needs.	1	2	3	4	5	6	7
35. Ateneo students are sensitive to our target community needs.	1	2	3	4	5	6	7
36. Ateneo students seem to appreciate working with our organization .	1	2	3	4	5	6	7
37. Ateneo students seem to appreciate working with our target community .	1	2	3	4	5	6	7
38. Ateneo students are knowledgeable about the issues and challenges faced by our organization .	1	2	3	4	5	6	7
39. Ateneo students are knowledgeable about the issues and challenges faced by the target communities we serve.	1	2	3	4	5	6	7
<p>Section III of III: The following questions relate to the program design of OSCI social formation programs. Please indicate your level of agreement by encircling the corresponding number of your choice after each statement.</p> <p>SD= Strongly Disagree D= Disagree NAD= Neither Agree or Disagree A= Agree SA= Strongly Agree DK=Don't Know NA= Not Applicable</p>							
	SD	D	NAD	A	SA	DK	NA
40. My organization is able to voice our opinions to the OSCI regarding the social formation program(s) that I am participating in.	1	2	3	4	5	6	7
41. My target community is able to their opinions to the OSCI regarding the social formation program(s) that they are participating in.	1	2	3	4	5	6	7

42. My colleagues and I are able to voice our opinions to the OSCI regarding the social formation program(s) that I am participating in.	1	2	3	4	5	6	7
43. Ateneo students were well prepared to complete tasks that the organization required.	1	2	3	4	5	6	7
44. Ateneo students were well prepared to complete tasks that the target community required.	1	2	3	4	5	6	7
45. Our organization knows well how to incorporate Ateneo students into our work.	1	2	3	4	5	6	7
46. Our target community knows well how to incorporate Ateneo students into our work.	1	2	3	4	5	6	7
47. Communication between our organization and OSCI staff was clear.	1	2	3	4	5	6	7
48. Communication between our target community and OSCI staff was clear.	1	2	3	4	5	6	7
49. Communication between our organization and Ateneo students was clear.	1	2	3	4	5	6	7
50. Communication between our target community and Ateneo students was clear.	1	2	3	4	5	6	7
51. We would like to continue working with Ateneo de Manila University social formation programs.	1	2	3	4	5	6	7
Please answer the following questions to the best of your knowledge.							
52. What more can OSCI do to support your organization/ target community in terms of resources for the social formation program(s) you are involved in?							

53. What more can OSCI do to support your organization/ target community in terms of capacity building for the social formation program(s) you are involved in?							

54. Please explain how you would like to see the OSCI project that you are involved in better structured or improved for the next academic year?

55. Please share any other comments that you have regarding the effectiveness, impact, or design (or lack thereof) of OSCI programs on your organization and the target communities you serve?
Design=Inputs, program activities, students, target communities, or partner organizations participating.

Demographic Questions

All responses will be kept with strict confidentiality.

1) What is your age? Please check one.

- ☐ 20 or less
- ☐ 21-30
- ☐ 31-40
- ☐ 41-50
- ☐ 51-60
- ☐ 61-70
- ☐ 71 or more

2) What gender do you most commonly identify with?

- ☐ Female
- ☐ Male
- ☐ Other

3) What type of organization do you represent? Check all that apply.

- ☐ Government (LGU/Agencies)
- ☐ Private Institution/Civic Organization
- ☐ Sector/People's Organization
- ☐ Non-Government Organization
- ☐ Church/Faith-based Organization
- ☐ Other-Please specify_____

4) Was this your organization's first experience working with Ateneo de Manila University students?

- ☐ Yes
- ☐ No-- If no, how many years____

5) What is your position/role in the organization? _____

6) What type of service projects did your organization/community receive?

a. The type of research project (analysis and knowledge creation):

- ☐ Profiling/Mapping and Analysis
- ☐ Feasibility Study
- ☐ Proposal-Making
- ☐ Project Assessment/Evaluation
- ☐ Thesis Topic. Other. Please specify_____
- ☐ Other. Please specify_____

b. Type of actual service/volunteer work or project implementation:

- ☐ Profiling/Mapping and Analysis
- ☐ Trainings or Education Program. Please specify_____
- ☐ Community Service. Please specify_____
- ☐ Fund-Raising/Resource Mobilization. Please specify target_____
- ☐ Advocacy Campaign/IEC Materials. Please specify target_____
- ☐ Project Implementation or Social Enterprise. Please specify_____
- ☐ Beneficiary/Recipient of a Donation. Please specify donation_____
- ☐ Other. Please specify_____

THANK YOU FOR COMPLETING THIS SURVEY!

EVALUATION TOOL FOR PARTICIPATING FACULTY

New Online Survey

NEW ONLINE- SURVEY WITH PARTICIPATING FACULTY OF ATENEO DE MANILA UNIVERSITY

This online survey tool has been developed for faculty involved in the OSCI social formation programs. This survey is to be sent to faculty at the end of each school year for their completion. The faculty online survey will need to be converted to Google Forms (or other free online survey forms) before distribution.

Step #1: Inform all faculty in advance that they will be receiving an email that will invite them to complete the survey at a specified link.

Step #2: Provide a question and answer session for faculty on two or three occasions prior to the survey being sent out for completion to answer any questions they may have (in hopes that this will increase the response rate on the survey if faculty are informed of your intent with the survey).

Step #3: Send out the Google Forms online survey to all faculty of involved departments within the Loyola Schools, and provide a date for completing the survey.

Step #4: Two days prior to the requested completion date of the survey, send out an email reminder to all faculty who have not yet participated and ask them for their valuable inputs for improving the social formation programs.

Step #5: Once all online survey interview data are collected, input the quantitative data into SPSS statistics software, and the comments on the survey into NVivo qualitative software. (Details about NVivo are found in Part 3 of the report).

Step #6: Analyze the survey data using Google Analytics or SPSS statistics software, and NVivo qualitative software.

A supplement to this guideline is the **Online Participating Faculty Survey**.

PARTICIPATING FACULTY SURVEY

Good day!

The following survey is being requested by the OSCI.
It will take approximately 30 minutes to complete.

The purpose of this survey is to understand your views on the following four aspects of the social formation programs (SFP's) managed by the Office for Social Concern and involvement (OSCI).

1. The impact on the target communities they serve.
2. The impact on the partner organizations they serve.
3. The impact on the participating students.
4. The design of the OSCI-managed SFPs.

All answers to this survey will be kept confidential.

Section I of II: Impact of each OSCI-managed social formation program on target communities, partner organizations, and students

1. On a scale from 1 to 5, to what degree do you feel that the <u>InTACT</u> Program is benefiting the following groups? Encircle the corresponding number of your choice after each group. 1- Not at all benefit 2- Slightly benefit 3- Somewhat benefit 4- Moderately benefit 5- Greatly benefit 6- I do not work with this program						
Target Communities	1	2	3	4	5	6
Partner Organizations	1	2	3	4	5	6
Students	1	2	3	4	5	6
2. On a scale from 1 to 5, to what degree do you feel that the <u>NSTP</u> Program is benefiting the following groups? Use same scale as above						
Target Communities	1	2	3	4	5	6
Partner Organizations	1	2	3	4	5	6
Students	1	2	3	4	5	6
3. On a scale from 1 to 5, to what degree do you feel that the <u>IEEP</u> Program is benefiting the following groups? Use same scale as above						
Target Communities	1	2	3	4	5	6
Partner Organizations	1	2	3	4	5	6
Students	1	2	3	4	5	6
4. On a scale from 1 to 5, to what degree do you feel that the <u>PRAXIS</u> Program is benefiting the following groups? Use same scale as above						

Target Communities	1	2	3	4	5	6
Partner Organizations	1	2	3	4	5	6
Students	1	2	3	4	5	6

Community Impact

5. The following potential impacts on *target communities* have been identified for the OSCI-managed social formation program(s). For the program you worked with this past year, select all the impacts you have observed in the target community or communities as a result of the SFP, i.e., select all that apply in the list.

Program I worked with: _____

Community or communities I worked with: _____

Psychosocial

- ☐ Experienced an enhanced sense of being respected.
- ☐ Experienced an enhanced sense of being loved or cared for.
- ☐ Experienced an enhanced sense of being listened-to.
- ☐ Observed or felt increased self-confidence or self-esteem.
- ☐ Felt empowered and gained agency to accomplish new personal goals.
- ☐ Began or established a relationship with students.
- ☐ Continue to feel supported by the University, OSCI staff, students and graduates.
- ☐ Experienced a sense of partnership in immersion and project design.

Understanding & Knowledge

- ☐ Increased their knowledge about a solution to a specific community need.
- ☐ Gained a better understanding of community needs.
- ☐ Gained a better understanding of community assets to address those needs.
- ☐ Increased their understanding of diverse resources available from the University.

Proposed Solutions & Action

- ☐ Saved time and resources in project design.
- ☐ Utilized community assets to build capacity and show solidarity within own communities.
- ☐ Adopted, implemented or used the proposed solution by Ateneo students to gain access to livelihood projects
- ☐ Adopted, implemented or used the proposed solution by Ateneo students to self-police
- ☐ Adopted, implemented or used the proposed solution by Ateneo students to self-promote
- ☐ Adopted, implemented or used the proposed solution by Ateneo students to diversify income-generating activities.
- ☐ Third party organizations or government serving the target community or communities utilized proposed solutions to restructure, improve, or begin projects to benefit target communities or for beneficial policy design.

Medium to Long Term Impacts

- ☐ Target communities restructured or modified learned solutions to meet needs
- ☐ Target communities shared new expertise with other communities.

- ☐ As a result of the SFP program I worked with, the target community experienced increased resilience to shocks.
- ☐ As a result of the SFP program I worked with, the target community experienced increased or stabilized individual or communal incomes and/or savings.
- ☐ As a result of the SFP program I worked with, there was decreased environmental pollution in target community.
- ☐ Third party organizations or government serving the target community or communities adopted new policies that benefit target communities.

6. List any other impact(s) of OSCI-managed social formation program(s) on communities or partner organizations:

Student Impact

7. The following potential impacts on *participating students* have been identified for the OSCI-managed social formation program(s). For the program you worked with this past year, select all the impacts that you have observed on students as a result of the SFP, select all that apply:

Concern, Awareness, Relationships

- ☐ Increased ability to identify the issues and concerns of marginalized communities.
- ☐ Experienced increased social awareness.
- ☐ Experienced increased engagement with the marginalized.
- ☐ Experienced increased sensitivity and empathy for situations of the marginalized.
- ☐ Increased student motivation to act or to commit to render acts of service.
- ☐ Experienced an enhanced sense of value for relationships with communities served
- ☐ Established relationships with program recipients or demonstrated concern for their welfare.
- ☐ Developed long-term relationships with served community.

Vocation & Disciplinal Connections

- ☐ Gained an *awareness* of how their vocation or career can be utilized to become a professionals-for-and-with others.
- ☐ Experienced an *enhanced sense* of how their SFP experience relates to discipline-related course materials.
- ☐ Increased their *knowledge* for integrating their discipline to address a specific community need.
- ☐ Increased their *skills* for integrating their discipline to address a specific community need.
- ☐ Increased their *toolset* for integrating their discipline to address a specific community need.

Engagement & Career Effects

- ☐ Demonstrated higher levels of engagement: engaged in similar activities outside of school requirements or through involvement in other interest groups.
- ☐ Demonstrated higher levels of engagement: increased classroom participation.
- ☐ Changed values, showing a disposition towards careers and activities that serve the marginalized.

- ☐ Changed career direction, showing a disposition towards careers and activities that serve the marginalized.
- ☐ Students utilized discipline-based *skills* in communities beyond those they were originally exposed to.
- ☐ Students utilized discipline-based *tools* in communities beyond those they were originally exposed to.
- ☐ Students utilized discipline-based *knowledge* in communities beyond those they were originally exposed to.

Please indicate your level of agreement by placing an X in the corresponding box of your choice after each statement.

SD= Strongly Disagree D= Disagree NAD= Neither Agree or Disagree A= Agree
SA= Strongly Agree DK=Don't Know

	SD	D	NAD	A	SA	DK
OSCI-managed SFPs help create Ateneo graduates who are academically competent, spiritually mature, and culturally-rooted.						
OSCI-managed SFPs help create Ateneo graduates who are persons for-and-with-others.						
OSCI-managed SFPs help create Ateneo graduates who have the <i>desire</i> to contribute meaningfully to Philippine society as servant-leaders engaged in various fields or professions.						
OSCI-managed SFPs help create Ateneo graduates who have the <i>ability</i> to contribute meaningfully to Philippine society as servant-leaders engaged in various fields or professions.						

8. List any other impact(s) of OSCI-managed social formation program(s) on students:

General Impact

9. Please share any other comments you have regarding the effectiveness or impact of (or lack thereof) OSCI programs?

Section II of II: Design of the OSCI-managed social formation programs

Please indicate your level of agreement by placing an X in the corresponding box of your choice after each statement.							
SD= Strongly Disagree D= Disagree NAD= Neither Agree or Disagree A= Agree SA= Strongly Agree DK=Don't Know NA= Not Applicable							
	SD	D	NAD	A	SA	DK	NA
10. The OSCI has sufficient human resources to support faculty for OSCI-related activities that I am involved in.							
11. The OSCI has sufficient financial resources to support faculty for OSCI-related activities that I am involved in.							
12. Ateneo students should work with new target communities every year.							
13. Ateneo students should work with the same target community for their four years at Loyola Schools.							
14. Ateneo students should work with new partner organizations every year.							
15. Ateneo students should work with the same partner organization for their four years at Loyola Schools.							
16. OSCI administration and staff communicate clearly with faculty their expectations for the OSCI-managed social formation programs I work with.							
17. Ateneo students spend sufficient time in target communities/organization to have a long-term impact.							
18. Ateneo students spend sufficient time in partner organizations to have a long-term impact.							
19. Ateneo students are capable of applying class learnings to their OSCI-managed social formation program projects.							
20. The current process of selecting projects from a list of communities or areas provided by OSCI is working well.							
21. I feel well prepared in leading OSCI-managed social formation program projects.							
22. The current order of the OSCI-managed social formation programs maximizes student impact.							
23. The current order of the OSCI-managed social formation programs maximizes community impact.							
24. The current order of the OSCI-managed social formation programs maximizes partner organization impact.							

Implementation Strategies Pursued

25. I have worked with the following strategies for OSCI-managed social formation programs up to now:
<input type="checkbox"/> Interest-Based. Definition: SFP activity was NOT related to students' major or discipline. <input type="checkbox"/> Discipline-Based. Definition: SFP activity was related to students' major or discipline. <input type="checkbox"/> Service Learning. Definition: SFP activity required student to complete a technical project for the community or organization they worked with AND was credited to an academic course.
26. Rank the following strategies pursued by OSCI-managed social formation programs that you feel has the greatest impact on <i>Ateneo students</i>. Write "1" next to the least impact, "2" next to slight impact, and "3" next to most impact.
____ Interest-based (IB) ____ Discipline-based (DB) ____ Service-learning (SL)
27. Rank the following strategies pursued by OSCI-managed social formation programs that you feel has the greatest impact on <i>partner organizations</i>. Write "1" next to the least impact, "2" next to slight impact, and "3" next to most impact.
____ Interest-based (IB) ____ Discipline-based (DB) ____ Service-learning (SL)
28. Rank the following strategies pursued by OSCI-managed social formation programs that you feel has the greatest impact on <i>target communities</i>. Write "1" next to the least impact, "2" next to slight impact, and "3" next to most impact.
____ Interest-based (IB) ____ Discipline-based (DB) ____ Service-learning (SL)

29. Based on your experience this past school year, please share any other comments on how the OSCI-managed social formation programs can be improved?

Demographic Questions

1) What is your age? Please check one.

- ☐ 20-30
- ☐ 31-40
- ☐ 41-50
- ☐ 51-60
- ☐ 61-70
- ☐ 71 or more

2) What gender do you most commonly identify with?

- ☐ Female
- ☐ Male
- ☐ Other

3) Which of the Loyola schools do you associate with? Check all that apply.

- ☐ School of Humanities
- ☐ School of Social Sciences
- ☐ School of Science and Engineering
- ☐ John Gokongwei School of Management

4) What OSCI-managed program(s) did you work with during the past semester? Check all that apply.

- ☐ InTACT
- ☐ NSTP
- ☐ JEEP
- ☐ PRAXIS

5) How long have you worked at Ateneo de Manila University? Please specify _____

THANK YOU FOR COMPLETING THIS SURVEY!

STUDENT EVALUATION TOOLS

New Online Student Pre- and Post-Experience Surveys
New Third Party led Student Focus Group

NEW ON-LINE PRE- AND POST-EXPERIENCE SURVEYS FOR STUDENTS FROM ALL GRADE LEVELS IN SOCIAL FORMATION PROGRAMS

The pre- and post-experience survey tools are suggested alternative instruments specifically to the Social Involvement questions in the Pre-Post Test Tool being managed and processed by InAF. The set of 24 questions in that part of the Pre-Post Test (with six more for the JEEP experience) followed the social analysis and solidarity framework and takes into account the various nuances a student can potentially manifest solidarity as revealed in statements that ask for the student's level of agreement. The suggested survey below asks more direct questions that are related to the identified outcomes in the newly constructed logic models.

The **post-experience survey** is divided into five sections. Section 1 covers questions that are meant to allow the student to gauge his or her own views about the marginalized sectors of society. This section comprises of statements with corresponding Likert scales that are similar to or are a subset of the existing 24 Pre-Post Test questions. Section 2 has two versions that both ask about how the specific program engaged in by the student in a particular academic semester or year has impacted him or her. Version 1 of Section 2 asks about the student's level of agreement on statements asking him/her to make a comparison of his/her experience vis-à-vis his/her situation right before an engagement. In Version 2 of the post-experience survey, Section 2 asks the students to identify or select only the changes they experienced as a result of the program rather than asking for their levels of agreement. This is the only section that is different between the two proposed versions of the post-experience survey.

Section 3 tries to get an indication of the aggregate effect or impact of all SFPs taken by the student thus far. This section asks the student to reflect on the SFPs he or she has undertaken in the past and to make an assessment of their overall impact on the student through questions that involve ranking SFPs or SFP activities as well as open-ended questions. Section 4 asks students about the effectiveness of the design of the program in bringing about the desired student outcomes. The final section asks demographic questions. Meanwhile, the **pre-experience survey** to be given specifically to first year students prior to any engagement with SFPs will comprise only of Section 1 and Section 5 of the post-experience survey.

The UMN Team hopes that with these new surveys, OSCI's existing tools, which largely evaluate the performance of various activities conducted in support of the social formation programs, could be narrowed down since the following elements of the existing tools are now being covered by the proposed survey: (i) a few questions that ask about the program's impact; and (ii) questions that try to directly or indirectly assess the effectiveness of the conduct of the activity.

While the frequency of conducting surveys will be lesser with the proposed surveys, i.e., five (one pre-test and four post-tests) as opposed to eight (four pre- and post-tests), admittedly, the proposed tools are much longer with an ample mix of closed- and open-ended questions. The UMN Team hopes that answers to these detailed questions will allow OSCI to get a more comprehensive view of the impact of specific programs as well as of the SFPs taken together viewed from the students' retrospective lens. The UMN Team also expects that with a few more questions on student demographics, OSCI will be able to control for student's predisposition to civic engagement that could be a potential confounder in assessing OSCI-managed SFPs. This may be found in certain student characteristics such as religious practice, degree program, and previous as well as existing civic engagement experience that fall outside the ambit of OSCI or University requirements. The

pre-test also allows for a baseline comparison and ability to track a panel of students over the years by utilizing identification or ID numbers.

Following were the reference materials the UMN Team used in coming up with the proposed questionnaire: logic models, Pre-Post Tests from InAF (through OSCI), engagement survey questionnaires of OSCI, solidarity framework, stakeholder analysis, the community impact assessment tool proposed by Urduja Amor and specific issues raised during the interview sessions and participant observation. There were two other parts in the Pre-Post Test tools managed by InAF but these were not related to the outcomes being measured and were thus not taken into consideration.

These new on-line pre- and post-experience surveys are to be completed by first, second, third, and fourth year students who have participated in the SFPs at the Ateneo de Manila University. The pre-experience survey is to be conducted before the first year students begin their SFP while the post-test is to be given at the end of every engagement within a semester or academic year, and is intended to capture the student's feedback at each year level. The student surveys need to be converted to Google Forms (or other free online survey forms) for online distribution. The step-by-step process described below pertains to conducting online surveys. A way to increase response rate is to hold the online survey in a computer lab within class hours as students are less inclined to take personal time off to respond to surveys.

Step #1: Discuss the importance of having students complete the survey with the coordinators of each department and plan the timing of introducing the survey. Ideally, the "Post-Experience" online survey should be sent out near the conclusion of the semester or school year (whichever is applicable) and prior to students completing their last week of courses for the break.

Step #2: Send out the online survey link to all students within the involved departments of the Loyola Schools and provide a date for completing the surveys.

Step #3: Two days prior to the requested completion date of the survey send out an email reminder to all students that have not yet participated and ask them for their valuable inputs for improving the social formation programs.

Step #4: Once all online survey interview data are collected, input the quantitative data into SPSS statistics software, and the comments on the survey into NVivo qualitative software. (Details on NVivo on Part 3).

Step #5: Analyze the survey data using SPSS statistics software, Google Analytics, and NVivo qualitative software.

Supplementary documents to this guideline include the **(i) Online Student Pre-Experience Survey; (ii) Online Student Post-Experience Survey (Version 1); and (iii) Online Student Post-Experience Survey (Version 2).**

PARTICIPATING STUDENT PRE-EXPERIENCE SURVEY

Good day!

The following survey is being requested by the Office for Social Concern and Involvement. Data collected will be utilized to evaluate and improve OSCI-managed social formation programs. It will take approximately 20 minutes to complete.

The purpose of this survey is to understand your views on:

1. The marginalized sectors of the Philippines.
2. Your previous experience with social involvement activities.

Your honest responses are sincerely appreciated. All answers to this survey will be kept confidential.

Section I: Your general views on the marginalized communities of the Philippines					
Please indicate your level of agreement with each statement about marginalized communities. Place an X in the appropriate box.					
	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1. I deeply care for the marginalized communities of Philippine society.					
2. I have deep relationships with people from marginalized communities.					
3. I am moved to respond to the problems faced by marginalized communities.					
4. I have a strong understanding of what it means to show solidarity with marginalized communities.					
5. I have a strong understanding of the vulnerabilities of the marginalized sectors of Philippine Society.					
6. I have a strong understanding of the social structures that contribute to social problems.					
7. I have a strong understanding of how my future career can be utilized to address social problems.					
8. I plan to use my career to serve or benefit marginalized communities.					

Section II: Your previous experience with social involvement activities

9. Before coming to Ateneo de Manila University, were you involved in other social service programs, either voluntary or required?

☐ No

☐ Yes

10. If yes, please check ALL the types of social involvement or civic engagement activities that you have experienced and rate your experience with them in the table below.

	Very Negative	Negative	Somewhat Negative	Somewhat Positive	Positive	Very Positive
<input type="checkbox"/> Exposure trip						
<input type="checkbox"/> Relief operations						
<input type="checkbox"/> Cash and in-kind						
<input type="checkbox"/> Tutorials						
<input type="checkbox"/> Feeding Program						
<input type="checkbox"/> Political Participation (voting, running for SK, volunteer for a particular candidate or party, mobilizations, socio-political forums)						
<input type="checkbox"/> Other(s), please specify:						
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Student Demographics

1. ID Number _____

Note: Evaluation results or reports will not show your name or ID. No one in the OSCI office or any of your supervisory faculty will see your answers directly from this survey. ID numbers will only help keep track of responses per year and over the years.

2. What gender do you most commonly identify with?

- ☐ Female
- ☐ Male
- ☐ Other

3. List your intended major or main area of study: _____

4. Are you an academic (merit-based) scholar?

- ☐ Yes
- ☐ No
- ☐ Don't know

5. Are you a financial-need scholar?

- ☐ Yes
- ☐ No
- ☐ Don't know

6. Religion

- ☐ Catholic
- ☐ Protestant
- ☐ Evangelical or Born-Again Christian
- ☐ Islam
- ☐ Iglesia ni Cristo
- ☐ Other, please specify _____
- ☐ I do not identify with a particular religion

THANK YOU FOR COMPLETING THIS SURVEY!

PARTICIPATING STUDENT POST-EXPERIENCE SURVEY – VERSION 1

Good day!

The following survey is being requested by the Office for Social Concern and Involvement (OSCI). Data collected will be utilized to evaluate and improve OSCI-managed social formation programs. It will take approximately 45 minutes to complete.

The purpose of this survey is to understand your views on:

1. The marginalized sectors of the Philippines.
2. The effects that the OSCI-managed social formation programs (SFPs) have had on you. The OSCI-managed SFPs include: InTACT, NSTP, JEEP, and PRAXIS.
3. The current design of the OSCI social formation program(s).

Your honest responses are sincerely appreciated. All answers to this survey will be kept confidential.

Section I of IV: Your general views on the marginalized communities of the Philippines					
Please indicate your level of agreement with each statement about marginalized communities. Place an X in the appropriate box.					
	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1. I deeply care for the marginalized communities of Philippine society.					
2. I have deep relationships with people from marginalized communities.					
3. I am moved to respond to the problems faced by marginalized communities.					
4. I have a strong understanding of what it means to show solidarity with marginalized communities.					
5. I have a strong understanding of the vulnerabilities of the marginalized sectors of Philippine Society.					
6. I have a strong understanding of the social structures that contribute to social problems.					
7. I have a strong understanding of how my future career can be utilized to address social problems.					
8. I plan to use my career to serve or benefit marginalized communities.					

Section II of IV: The effects that the SFP you participated in this past semester, or academic year, had on you.

9. What OSCI-managed program did you participate in this past semester or year? Select one.

- ☐ InTACT
- ☐ NSTP
- ☐ JEEP
- ☐ PRAXIS

10. Select the type of activity that you participated in for the SFP you chose above:

- ☐ Interest-Based. Definition: SFP activity was NOT related to your major or discipline.
- ☐ Discipline-Based. Definition: SFP activity was related to your major or discipline.
- ☐ Service Learning. Definition: SFP activity required you to complete a technical project for the community or organization you worked with (e.g. business plan, community profile, etc.) AND was credited to an academic course.
- ☐ I am unsure

Please indicate your level of agreement with each statement about the SFP you selected above and how it affected you. Place an X in the appropriate box for each statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not applicable	Don't know
Values and States of Being							
11. Increased my level of care for marginalized communities.							
12. Enhanced my sensitivity to the needs of the less-privileged.							
13. Enhanced my empathy of the less-privileged.							
14. Changed my perceptions about the marginalized towards the positive.							
15. Enhanced the value I give to my relationships with people from marginalized communities.							
16. Increased my motivation to try to respond to the problems faced by the marginalized.							
17. Made me think more deeply about my personal values and beliefs.							
Knowledge and Awareness							
18. Increased my understanding of what it means to show solidarity with marginalized communities.							
19. Enhanced my understanding of the realities experienced by the marginalized.							

20. Increased my understanding of the vulnerabilities of the marginalized.							
21. Helped me understand the assets that marginalized communities have.							
22. Increased my understanding of the social structures that contribute to social problems.							
23. Increased my awareness of the various ways or avenues I can support the marginalized.							
24. Made me understand the level of power I have in creating positive social change.							
Classes, Career, Action							
25. Increased my understanding of how my major or discipline can be utilized to address social problems.							
26. Made me see the connection or the real-world applications of my major or discipline.							
27. Helped me understand course concepts taught in a class or classes related to my major or discipline.							
28. Made me more engaged in one or several of my classes.							
29. Made me re-think about my chosen major or main area of study.							
30. Made me explore steps on how to change my major or main area of study to more directly work with the marginalized.							
31. Enhanced my ability to interact with people from marginalized communities							
32. Made me want to join other non-required social involvement or civic engagement activities.							
Value of the Program							
33. I understand the value of this program to my formation.							
34. I would undergo this program even if not required.							

35. Were there other personal changes you noticed as a result of your experience in this particular social formation program? This includes feelings, views, values, actions, or things you planned to accomplish within or outside this program.

Based on the level of effect they had in generating the above-mentioned changes in you, please assess the following aspects of the SFP in which you participated this past semester or academic year. Place an X in the appropriate box for each statement.

	No effect	Minor effect	Neutral	Moderate effect	Major effect	Not applicable
36. Interactions with community members						
37. Interactions with community coordinators						
38. Interactions with partner organizations						
39. Interactions with OSCI formators						
40. Interactions with my faculty advisors on a project						
41. Type of work or task I was assigned to do in the community/area						
42. Training I received in preparation for the task						
43. Type of community or area I was assigned to engage with						
44. Length and frequency of the engagement						

Section III of IV: Aggregate effects of all the SFPs that you have participated in up to now.

45. What OSCI-managed programs have you participated in so far? Check all that apply. Then select the activity type for each program.

Definitions for Type of Activity:

- Interest-Based. Definition: SFP activity was NOT related to your major or discipline.
- Discipline-Based. Definition: SFP activity was related to your major or discipline.
- Service Learning. Definition: SFP activity required you to complete a technical project for the community or organization you worked with (e.g. business plan, community profile, etc.) AND was credited to an academic course.

- ☐ InTACT—Type of activity: ☐ Interest-Based ☐ Discipline-Based ☐ Service-Learning ☐ Don't know
- ☐ NSTP— Type of activity: ☐ Interest-Based ☐ Discipline-Based ☐ Service-Learning ☐ Don't know
- ☐ JEEP— Type of activity: ☐ Interest-Based ☐ Discipline-Based ☐ Service-Learning ☐ Don't know
- ☐ PRAXIS—Type of activity: ☐ Interest-Based ☐ Discipline-Based ☐ Service-Learning ☐ Don't know

46. Based on the level of positive impact they had on you as a person, rank the SFPs that you have participated in so far (1 is the least positive impact). Rank ONLY the ones that you have been a part of.

____ InTACT
 ____ NSTP
 ____ JEEP
 ____ PRAXIS

47. Based on the level of positive impact you feel that you had on the communities or partner organizations that you worked with on each program, rank the SFPs that you have participate in so far (1 is the least positive impact). Rank ONLY the ones you have been a part of.

☐ InTACT
☐ NSTP
☐ JEEP
☐ PRAXIS

48. (SKIP THIS QUESTION IF FIRST-YEAR STUDENT) Please reflect on the OSCI-managed SFPs you have completed so far — what experiences within these SFPs have impacted you the most and how?

49. (ALL STUDENTS TO ANSWER) Please reflect on the OSCI-managed SFPs you've completed so far — what changes would you recommend to help maximize the positive impact of the social formation programs on students?

Section IV of IV: Design of the OSCI social formation program(s).						
Based on the level of positive effect or impact they had on your experience, please assess the following aspects of the SFP in which you participated this past semester or academic year. Place an X in the appropriate box for each statement.						
	No effect	Minor effect	Neutral	Moderate effect	Major effect	Not applicable
50. Classroom orientation						
51. Area Orientation						
52. Integration session						
53. Processing Session						
54. Social Analysis Session						
55. Reflection Session						
56. What would you change about any of the above activities?						
_____ _____ _____ _____						
Please indicate your level of agreement with each statement about the OSCI-managed SFP in which you participated this past semester or academic year. Place an X in the appropriate box for each statement.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not applicable

57. My formator was well prepared to answer my questions about the community I worked with.						
58. My formator helped enhance my knowledge of marginalized communities.						
59. I felt comfortable approaching my formator with concerns about my interactions with the community or partner organization I was working with.						
60. My faculty advisor helped me see the link between my discipline and the SFP activities I participated in.						
61. I felt comfortable approaching my faculty advisor with concerns about my interactions with the community or partner organization I was working with.						
62. I felt well prepared to interact with the communities I worked with.						
63. I felt well prepared to interact with the partner organizations that I worked with.						
64. I felt well prepared to design the projects for the community that I worked with.						
65. I felt well prepared to implement (make happen) the designed projects for the community that I worked with.						
Please indicate your level of agreement with each statement about the OSCI-managed SFPs						
66. It would be better for students to work with the same community for all four years, all SFPs, while at Ateneo.						
67. We should keep the current order of the SFPs: InTACT, NSTP, JEEP, and then PRAXIS.						
68. Is there anything else you would like to say about the OSCI-managed social formation programs?						
<hr/> <hr/> <hr/> <hr/>						

Student Demographics

1. ID Number _____

Note: Evaluation results or reports will not show your name or ID. No one in the OSCI office or any of your supervisory faculty will see your answers directly from this survey. ID numbers will only help keep track of responses per year and over the years.

2. Choose your year level at Ateneo:

- ☐ First
- ☐ Second
- ☐ Third
- ☐ Fourth
- ☐ Other

3. What gender do you most commonly identify with?

- ☐ Female
- ☐ Male
- ☐ Other

4. List your major or degree of study: _____

5. My degree program is a part of the following school:

- ☐ JGSOM
- ☐ SOH
- ☐ SOSS
- ☐ SOSE

6. Are you an academic (merit-based) scholar?

- ☐ Yes
- ☐ No
- ☐ Don't know

7. Are you a financial-need scholar?

- ☐ Yes
- ☐ No
- ☐ Don't know

8. Religion

- ☐ Catholic
- ☐ Protestant
- ☐ Evangelical or Born-Again Christian
- ☐ Islam
- ☐ Iglesia ni Cristo
- ☐ Other, please specify _____
- ☐ I do not identify with a particular religion

9. (First-year students skip this question) - **Within the past year ONLY, outside of the OSCI-managed social formation programs, did you participate in or are you participating in any other social involvement or civic engagement activities?**

☐ No

☐ Yes

- If yes, please check ALL the types of activities that you have experienced and rate your experience with them in the table below. Add any others.

	Very Negative	Negative	Somewhat Negative	Somewhat Positive	Positive	Very Positive
<input type="checkbox"/> Exposure trip						
<input type="checkbox"/> Relief operations						
<input type="checkbox"/> Cash and in-kind						
<input type="checkbox"/> Tutorials						
<input type="checkbox"/> Feeding Program						
<input type="checkbox"/> Political Participation (voting, running for SK, volunteer for a particular candidate or party, mobilizations, attending socio-political forums)						
<input type="checkbox"/> Other(s), please specify:						
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

THANK YOU FOR COMPLETING THIS SURVEY!

PARTICIPATING STUDENT POST-EXPERIENCE SURVEY – VERSION 2

Good day!

The following survey is being requested by the Office for Social Concern and Involvement (OSCI). Data collected will be utilized to evaluate and improve OSCI-managed social formation programs. It will take approximately 45 minutes to complete.

The purpose of this survey is to understand your views on:

1. The marginalized sectors of the Philippines.
2. The effects that the OSCI-managed social formation programs (SFPs) have had on you. The OSCI-managed SFPs include: InTACT, NSTP, JEEP, and PRAXIS.
3. The current design of the OSCI social formation program(s).

Your honest responses are sincerely appreciated. All answers to this survey will be kept confidential.

Section I of IV: Your general views on the marginalized communities of the Philippines					
Please indicate your level of agreement with each statement about marginalized communities. Place an X in the appropriate box.					
	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1. I deeply care for the marginalized communities of Philippine society.					
2. I have deep relationships with people from marginalized communities.					
3. I am moved to respond to the problems faced by marginalized communities.					
4. I have a strong understanding of what it means to show solidarity with marginalized communities.					
5. I have a strong understanding of the vulnerabilities of the marginalized sectors of Philippine Society.					
6. I have a strong understanding of the social structures that contribute to social problems.					
7. I have a strong understanding of how my future career can be utilized to address social problems.					
8. I plan to use my career to serve or benefit marginalized communities.					

Section II of IV: The effects that the SFP you participated in this past semester, or academic year, had on you.	
9. What OSCI-managed program did you participate in this past semester or year? Select one. <input type="checkbox"/> InTACT <input type="checkbox"/> NSTP <input type="checkbox"/> JEEP <input type="checkbox"/> PRAXIS	
10. Select the type of activity that you participated in for the SFP you chose above: <input type="checkbox"/> Interest-Based. Definition: SFP activity was NOT related to your major or discipline. <input type="checkbox"/> Discipline-Based. Definition: SFP activity was related to your major or discipline. <input type="checkbox"/> Service Learning. Definition: SFP activity required you to complete a technical project for the community or organization you worked with (e.g. business plan, community profile, etc.) AND was credited to an academic course. <input type="checkbox"/> I am unsure.	
Please choose the changes that happened to you as a result of the SFP you selected above. Place an X in ALL the boxes that apply or are true for you for each category.	
11. Values and States of Being	12. Knowledge and Awareness
<input type="checkbox"/> Increased my level of care for marginalized communities	<input type="checkbox"/> Increased my understanding of what it means to show solidarity with marginalized communities
<input type="checkbox"/> Enhanced my sensitivity to the needs of the less-privileged	<input type="checkbox"/> Enhanced my understanding of the realities experienced by the marginalized
<input type="checkbox"/> Enhanced my empathy of the less-privileged	<input type="checkbox"/> Increased my understanding of the vulnerabilities of the marginalized
<input type="checkbox"/> Changed my perceptions about the marginalized towards the positive	<input type="checkbox"/> Helped me understand the assets that marginalized communities have
<input type="checkbox"/> Enhanced the value I give to my relationships with people from marginalized communities	<input type="checkbox"/> Increased my understanding of the social structures that contribute to social problems
<input type="checkbox"/> Increased my motivation to try to respond to the problems faced by the marginalized	<input type="checkbox"/> Increased my awareness of the various ways or avenues I can support the marginalized
<input type="checkbox"/> Made me think more deeply about my personal values and beliefs	<input type="checkbox"/> Made me understand the level of power I have in creating positive social change
13. Classes, Career, Action	
<input type="checkbox"/> Increased my understanding of how my major or discipline can be utilized to address social problems	
<input type="checkbox"/> Made me see the connection or the real-world applications of my major or discipline	
<input type="checkbox"/> Helped me understand course concepts taught in a class or classes related to my major or discipline	
<input type="checkbox"/> Made me more engaged in one or several of my classes	
<input type="checkbox"/> Made me re-think about my chosen major or main area of study	
<input type="checkbox"/> Made me explore steps on how to change my major or main area of study to more directly work with the marginalized	
<input type="checkbox"/> Enhanced my ability to interact with people from marginalized communities	
<input type="checkbox"/> Made me want to join other non-required social involvement or civic engagement activities	
14. Value of the Program	
<input type="checkbox"/> I understand the value of this program to my formation	
<input type="checkbox"/> I would undergo this program even if not required	
15. Were there other personal changes you noticed as a result of your experience in this particular social	

formation program? This includes feelings, views, values, actions, or things you planned to accomplish within or outside this program.

Based on the level of effect they had in generating the above-mentioned changes in you, please assess the following aspects of the SFP in which you participated this past semester or academic year. Place an X in the appropriate box for each statement.

	No effect	Minor effect	Neutral	Moderate effect	Major effect	Not applicable
16. Interactions with community members						
17. Interactions with community coordinators						
18. Interactions with partner organizations						
19. Interactions with OSCI formators						
20. Interactions with my faculty advisors on a project						
21. Type of work or task I was assigned to do in the community/area						
22. Training I received in preparation for the task						
23. Type of community or area I was assigned to engage with						
24. Length and frequency of the engagement						

Section III of IV: Aggregate effects of all the SFPs that you have participated in up to now.

25. What OSCI-managed programs have you participated in so far? Check all that apply. Then select the activity type for each program.

Definitions for Type of Activity:

- Interest-Based. Definition: SFP activity was NOT related to your major or discipline.
- Discipline-Based. Definition: SFP activity was related to your major or discipline.
- Service Learning. Definition: SFP activity required you to complete a technical project for the community or organization you worked with (e.g. business plan, community profile, etc.) AND was credited to an academic course.

- ☐ InTACT—Type of activity: ☐ Interest-Based ☐ Discipline-Based ☐ Service-Learning ☐ Don't know
- ☐ NSTP—Type of activity: ☐ Interest-Based ☐ Discipline-Based ☐ Service-Learning ☐ Don't know
- ☐ JEEP—Type of activity: ☐ Interest-Based ☐ Discipline-Based ☐ Service-Learning ☐ Don't know
- ☐ PRAXIS—Type of activity: ☐ Interest-Based ☐ Discipline-Based ☐ Service-Learning ☐ Don't know

26. Based on the level of positive impact they had on you as a person, rank the SFPs that you have participated in so far (1 is the least positive impact). Rank ONLY the ones that you have been a part of.

___ InTACT
 ___ NSTP
 ___ JEEP
 ___ PRAXIS

27. Based on the level of positive impact you feel that you had on the communities or partner organizations that you worked with on each program, rank the SFPs that you have participate in so far (1 is the least positive impact). Rank ONLY the ones you have been a part of.

<div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> InTACT</div> <div><input type="checkbox"/> NSTP</div> <div><input type="checkbox"/> JEEP</div> <div><input type="checkbox"/> PRAXIS</div> </div>
<p>28. (SKIP THIS QUESTION IF FIRST-YEAR STUDENT) Please reflect on the OSCI-managed SFPs you have completed so — what experiences within these SFPs have impacted you the most and how?</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>
<p>29. (ALL STUDENTS TO ANSWER) Please reflect on the OSCI-managed SFPs you've completed so far — what changes would you recommend to help maximize the positive impact of the social formation programs on students?</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>

Section IV of IV: Design of the OSCI social formation program(s).						
<p>Based on the level of positive effect or impact they had on your experience, please assess the following aspects of the SFP in which you participated this past semester or academic year. Place an X in the appropriate box for each statement.</p>						
	No effect	Minor effect	Neutral	Moderate effect	Major effect	Not applicable
30. Classroom orientation						
31. Area Orientation						
32. Integration session						
33. Processing Session						
34. Social Analysis Session						
35. Reflection Session						
<p>36. What would you change about any of the above activities?</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>						
<p>Please indicate your level of agreement with each statement about the OSCI-managed SFP in which you participated this past semester or academic year. Place an X in the appropriate box for each statement.</p>						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not applicable
37. My formator was well prepared to answer my questions about the community I worked with.						

38. My formator helped enhance my knowledge of marginalized communities.						
39. I felt comfortable approaching my formator with concerns about my interactions with the community or partner organization I was working with.						
40. My faculty advisor helped me see the link between my discipline and the SFP activities I participated in.						
41. I felt comfortable approaching my faculty advisor with concerns about my interactions with the community or partner organization I was working with.						
42. I felt well prepared to interact with the communities I worked with.						
43. I felt well prepared to design the projects for the community that I worked with.						
44. I felt well prepared to implement (make happen) the designed projects for the community that I worked with.						
Please indicate your level of agreement with each statement about the OSCI-managed SFPs						
45. It would be better for students to work with the same community for all four years, all SFPs, while at Ateneo.						
46. We should keep the current order of the SFPs: InTACT, NSTP, JEEP, and then PRAXIS.						

<p>47. Is there anything else you would like to say about the OSCI-managed social formation programs?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Student Demographics

1. ID Number _____

Note: Evaluation results or reports will not show your name or ID. No one in the OSCI office or any of your supervisory faculty will see your answers directly from this survey. ID numbers will only help keep track of responses per year and over the years.

2. Choose your year level at Ateneo:

- ☐ First
- ☐ Second
- ☐ Third
- ☐ Fourth
- ☐ Other

3. What gender do you most commonly identify with?

- ☐ Female
- ☐ Male
- ☐ Other

4. List your major or degree of study: _____

5. My degree program is a part of the following school:

- ☐ JGSOM
- ☐ SOH
- ☐ SOSS
- ☐ SOSE

6. Are you an academic (merit-based) scholar?

- ☐ Yes
- ☐ No
- ☐ Don't know

7. Are you a financial-need scholar?

- ☐ Yes
- ☐ No
- ☐ Don't know

8. Religion

- ☐ Catholic
- ☐ Protestant
- ☐ Evangelical or Born-Again Christian
- ☐ Islam
- ☐ Iglesia ni Cristo
- ☐ Other, please specify _____
- ☐ I do not identify with a particular religion

9. (First-year students skip this question) - **Within the past year ONLY, outside of the OSCI-managed social formation programs, did you participate in or are you participating in any other social involvement or civic engagement activities?**

☐ No

☐ Yes

- If yes, please check ALL the types of activities that you have experienced and rate your experience with them in the table below. Add any others.

	Very Negative	Negative	Somewhat Negative	Somewhat Positive	Positive	Very Positive
<input type="checkbox"/> Exposure trip						
<input type="checkbox"/> Relief operations						
<input type="checkbox"/> Cash and in-kind						
<input type="checkbox"/> Tutorials						
<input type="checkbox"/> Feeding Program						
<input type="checkbox"/> Political Participation (voting, running for SK, volunteer for a particular candidate or party, mobilizations, attending socio-political forums)						
<input type="checkbox"/> Other(s), please specify: _____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

THANK YOU FOR COMPLETING THIS SURVEY!

NEW STUDENT FOCUS GROUP WITH FOURTH YEAR STUDENTS WHO HAVE PARTICIPATED IN SOCIAL FORMATION PROGRAMS

This focus group tool is intended to be used to gather the collective feedback of fourth year students from the Ateneo de Manila University who have participated in SFPs over the four years of their undergraduate experience. This third party-led focus group discussion with senior students is to take place every other year.

Step #1: Review the “Guidelines for Focus Group” provided in this Evaluation Plan toolkit.

Step #2: Prior to conducting the activity, a third party group that will lead the focus group discussion should be selected and be present at the site of the activity.

Step #3: At the completion of an activity or immersion experience the representatives from the chosen third party group should gather senior students willing to participate in the focus group discussion at Ateneo de Manila University.

Step #4: Introduce third party focus group leaders to the group and allow the students to introduce themselves.

Step #5: Following the introductions, complete the demographic survey questions.

Step #6: Explain the student focus group discussion protocol provided in this Evaluation Plan toolkit with the members of the group. (Make sure that one person is leading at all times, while another evaluator is collecting notes).

Step #7: At the completion of this focus group discussion, thank the students who took part in the discussions and gather up all data.

Step #8: Once all interview data are collected, transcribe the interview data that was audio-taped. Notes gathered during the interviews should also be transcribed.

Step #9: Analyze focus group interview data using a qualitative software such as NVivo. (Details on NVivo on Part 3).

Supplementary documents to this guideline include the **(i) Guidelines for Student Focus Groups and (ii) Senior Student Focus Group Protocol**.

GUIDELINES FOR STUDENT FOCUS GROUPS

1. No more than 10 participants, selected through simple random sampling, should be in a focus group.
2. All interviews should be audio-recorded.
3. Field notes should be taken for all interviews.
4. Incentives should be provided to interviewees. Provide food to eat during the focus group.
5. Get consent from all focus group participants.
6. Have interviewees of focus groups seated in a circle.
7. Third party focus group facilitators should assign the following roles to their team members:
 - Interviewer
 - Note taker
 - Audio recorder.
8. Repeat focus group discussion with other students until no new information can be extracted, i.e., until saturation.

STUDENT FOCUS GROUP DISCUSSION PROTOCOL

Relevant Questions for Evaluation Plan

1. How are the Loyola Schools' social formation programs impacting communities?
2. How is each of the social formation programs impacting the students or adding to the transformation of students?
3. How is current program design affecting desired outcomes on students & target communities?

SAMPLE CONSENT FORM

Introduction

We are conducting an evaluation on behalf of the Office for Social Concern and Involvement (OSCI), Ateneo de Manila University on their social formation programs. Since you were involved with the OSCI social formation programs in the past we are asking for your voluntary participation in this interview. The main purpose of this evaluation is to assess the impact of the four key OSCI-managed social formation (INTACT, NSTP, JEEP, and PRAXIS) programs on students and communities.

We would like to ask for your permission to interview you. The interview will take approximately 1 to 1.5 hours:

- We will ask about your thoughts and personal experiences in regard to the Ateneo de Manila University-administered social formation program you were involved in.
- We will audiotape the interview and take notes during the interview.
- You can ask questions at any point during the interview.
- You can skip questions you do not want to answer and you can decide at any time if you do not want to continue the interview.
- Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the Ateneo de Manila University or the Office for Social Concern and Involvement. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.
- There are no right or wrong answers to any of the interview questions that we ask; we are simply asking for your thoughts and personal experiences.
- During the focus group discussion only one person at a time will answer questions.
- The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify you. The administration of the Ateneo de Manila University will have access to the information from the audio recordings during the interview which will be used for accreditation purposes by the University.
- There will be no compensation provided for participating in this interview.
- If you do not want something you have said included in what we will share with Ateneo de Manila University, please let us know.

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

1. Signature: _____ Date: _____

2. Signature:_____ Date: _____

3. Signature:_____ Date: _____

4. Signature:_____ Date: _____

5. Signature:_____ Date: _____

6. Signature:_____ Date: _____

7. Signature:_____ Date: _____

8. Signature:_____ Date: _____

9. Signature:_____ Date: _____

10. Signature:_____ Date: _____

Signature of Interviewer: _____ Date: _____

Signature of Interviewer: _____ Date: _____

Interview

Date: _____

Interviewer(s): _____

Transcriber: _____

Digital Recording Number: _____

Activity (20 minutes)

Introduction:

Process flow diagram of outcomes: We will be starting out with an activity called Process Flow Mapping. Please map your OSCI program experience starting from freshmen year and ending your senior year. You can use words and/or drawings. **Explain if and how you have been affected or changed by each year/program over the four years.** Please try to keep in mind only those outcomes that are related to the OSCI-managed social formation programs and courses – rather than your overall Ateneo experience.

Materials: Interviewer will have directions on a board, and handout large paper and markers.

Questions

Once students are done with the process flow:

1. Describe what you consider the most valuable activity that you have participated in within the OSCI social formation programs?
 - a. Probe: What made it valuable?
 - b. Probe: Is it because it is related to your discipline? Your level? Continuation of projects?
 - c. Probe: How do the disciplinary aspects affect the value?
2. Explain if you felt there was continuity or a linkage between each year of OSCI social formation programs as you moved from year to year? Were there any relationships you perceived among those years?
3. Please describe how your awareness and knowledge of marginalized communities have been affected as a result of your participation in the OSCI social formation programs?
4. How has participation in the OSCI social formation programs affected your personal and career goals?
5. Based on your experiences do you have any suggestions on how the SFPs can be improved?
 - a. Probe: Based on your interactions with faculty?
 - b. Probe: Based on your interactions with OSCI formators?
 - c. Probe: Based on your interactions with communities?

- d. Probe: Logistics of target communities?
 - e. Probe: The type of projects done (Interest-Based vs. Discipline Based vs. Service Learning)?
 - f. Probe: The order of the social formation programs?
6. Please share any other comments you have about the effectiveness or effects/ impact (or lack thereof) of the OSCI social formation programs(s) that you were involved in.

EVALUATION TOOLS FOR OSCI FORMATOR

New Anonymous Online Survey

NEW ANONYMOUS ONLINE SURVEY WITH OSCI FORMATORS

The intent of this anonymous online survey is to gather the views of OSCI formators about the social formation programs. This anonymous online survey for OSCI formators should be conducted by the end of each school year and may be converted to Google Forms (or other free online survey forms) before distribution.

Step #1: Inform all OSCI formators in advance that they will be receiving an email that will invite them to complete the online survey at a specified link.

Step #2: Provide a question and answer session for the OSCI formators during one of the regular office training sessions prior to the online survey being sent out for completion, to answer any questions they may have.

Step #3: Send out the Google Forms online survey to all OSCI formators and provide a date for completing the survey.

Step #4: Two days prior to the requested completion date of the survey send out an email reminder to all OSCI formators who have not yet participated and ask them for their valuable inputs for improving the SFPs.

Step #5: Once all the online survey interview data are collected, input the quantitative data into SPSS statistics software, and the comments on the survey into NVivo qualitative. (Details about NVivo are found in Part 3 of the report).

Step #6: Analyze the survey data using SPSS statistics software or Google Analytics, and NVivo qualitative software.

A supplement to this guideline is the **Anonymous Online Survey**.

OSCI FORMATOR SURVEY

Good day!

The following survey is being requested by the OSCI.
It will take approximately 60 minutes to complete.

The purpose of this survey is to understand your views on the following four aspects of the social formation programs (SFP's) managed by the Office for Social Concern and involvement (OSCI):

1. The impact on the target communities they serve.
2. The impact on the partner organizations they serve.
3. The impact on the participating students.
4. The design of the OSCI-managed SFPs.

All answers to this survey will be kept confidential.

Section I of III: Please rate the impact of each OSCI-managed social formation program(s) on target communities, partner organizations, and students. Please note that target community could be an organization or a final beneficiary. Partner organization use Ateneo students for project services in/for a target community.

1. On a scale from 1 to 5, to what degree do you feel that the <u>InTACT</u> Program is benefiting the following groups? Encircle the corresponding number of your choice after each group. 1- Not at all benefit 2- Slightly benefit 3- Somewhat benefit 4- Moderately benefit 5- Greatly benefit 6- I do not work with this program						
Target Communities	1	2	3	4	5	6
Partner Organizations	1	2	3	4	5	6
Students	1	2	3	4	5	6
2. On a scale from 1 to 5, to what degree do you feel that the <u>NSTP</u> Program is benefiting the following groups? Use same scale as above						
Target Communities	1	2	3	4	5	6
Partner Organizations	1	2	3	4	5	6
Students	1	2	3	4	5	6
3. On a scale from 1 to 5, to what degree do you feel that the <u>IEEP</u> Program is benefiting the following groups? Use same scale as above						
Target Communities	1	2	3	4	5	6
Partner Organizations	1	2	3	4	5	6
Students	1	2	3	4	5	6
4. On a scale from 1 to 5, to what degree do you feel that the <u>PRAXIS</u> Program is benefiting the following groups? Use same scale as above						

Target Communities	1	2	3	4	5	6
Partner Organizations	1	2	3	4	5	6
Students	1	2	3	4	5	6

5. The following potential impacts on <i>target communities</i> have been identified for the OSCI-managed social formation program(s). Based on your experience with the SFPs, please place an X in the box for the program (s) that generate the following outcomes for target communities:						
Target communities...	InTACT	NSTP	JEEP	Praxis	None	Unsure
Psychosocial						
Experience an enhanced sense of being respected.						
Experience an enhanced sense of being loved or cared for.						
Experience an enhanced sense of being listened-to.						
Have an observable increase in self-confidence or self-esteem.						
Experience enhanced feelings of empowerment and gained agency to accomplish new personal goals.						
Gain a long-term relationship with Ateneo students.						
Experience a sense of partnership in immersion and project design.						
Understanding & Knowledge						
Increase their knowledge about a solution to a specific community need.						
Gain a better understanding of community needs.						
Gain a better understanding of community assets to address those needs.						
Increase their understanding of diverse resources available from the University.						
Proposed Solutions & Action						
Save time and resources in project design.						
Utilize community assets to build capacity and show solidarity within own communities.						
Adopt, implement or use the proposed solution by Ateneo students <i>to gain access to livelihood projects.</i>						
Adopt, implement or use the proposed solution by Ateneo students <i>to self-police.</i>						
Adopt, implement or use the proposed solution by Ateneo students <i>to self-promote.</i>						

Adopt, implement or use the proposed solution by Ateneo students <i>to diversify income-generating activities.</i>						
Third party organizations or government serving the target community or communities utilize proposed solutions <i>to restructure, improve, or begin projects to benefit target communities or for beneficial policy design.</i>						
Medium to Long Term Impacts						
Restructure or modify learned solutions to meet needs.						
Share new expertise with other communities.						
Resilience to shocks increases.						
Experience increased or stabilized individual or communal incomes and/or savings.						
Witness a decrease in environmental pollution.						
Third party organizations or government serving the target community or communities <i>adopt new policies</i> that benefit target communities.						
6. List any other impact(s) of OSCI-managed social formation program(s) on communities or partner organizations:						
<div></div> <div></div> <div></div> <div></div>						

Section II of III – The following questions are related to the impact of the OSCI-managed social formation programs on students.

7. The following potential impacts on <i>participating students</i> have been identified for the OSCI-managed social formation program(s). Based on your experience with the SFPs, please place an X in the box for the program (s) that generate the following outcomes for participating students:						
Participating students...	InTACT	NSTP	JEEP	Praxis	None	Unsure
Concern, Awareness, Relationships						
Experience enhanced ability to identify the issues and concerns of marginalized communities.						
Experience increased social awareness.						
Experience increased engagement with the marginalized.						

Experience increased sensitivity and empathy for situations of the marginalized.						
Experience increased motivation to act or to commit to render acts of service.						
Experience an enhanced sense of value for relationships with communities served						
Establish relationships with program recipients or demonstrated concern for their welfare.						
Develop long-term relationships with served community.						
Vocation & Disciplinary Connections						
Gain an <i>awareness</i> of how their vocation or career can be utilized to become a professionals-for-and-with others.						
Experience an <i>enhanced sense</i> of how their SFP experience relates to discipline-related course materials.						
Increase their <i>knowledge</i> for integrating their discipline to address a specific community need.						
Increase their <i>skills</i> for integrating their discipline to address a specific community need.						
Increase their <i>toolset</i> for integrating their discipline to address a specific community need.						
Engagement & Career Effects						
Demonstrate higher levels of engagement: engaged in similar activities outside of school requirements or through involvement in other interest groups.						
Undergo change of values, showing a disposition towards careers and activities that serve the marginalized.						
Undergo change of career direction, showing a disposition towards careers and activities that serve the marginalized.						
Students utilize discipline-based <i>skills</i> in communities beyond those they were originally exposed to.						

Students utilize discipline-based <i>tools</i> in communities beyond those they were originally exposed to.						
8. Please indicate your level of agreement by placing an X in the corresponding box of your choice after each statement about the OSCI-managed SFPs. SD= Strongly Disagree D= Disagree NAD= Neither Agree or Disagree A= Agree SA= Strongly Agree DK=Don't Know						
	SD	D	NAD	A	SA	DK
ALL OSCI-managed SFPs help create Ateneo graduates who are academically competent, spiritually mature, and culturally-rooted.						
ALL OSCI-managed SFPs help create Ateneo graduates who are persons for-and-with-others.						
ALL OSCI-managed SFPs help create Ateneo graduates who have the <i>desire</i> to contribute meaningfully to Philippine society as servant-leaders engaged in various fields or professions.						
ALL OSCI-managed SFPs help create Ateneo graduates who have the <i>ability</i> to contribute meaningfully to Philippine society as servant-leaders engaged in various fields or professions.						
9. List any other impact(s) of OSCI-managed social formation program(s) on students: <hr/> <hr/> <hr/>						

Section III of III: The following questions relate to the Program Design of the OSCI social formation programs.

10. What can be done to improve or build the relationships <i>between OSCI staff</i> and Ateneo students, communities, partner organizations, and faculty within the next academic year?	
Ateneo Students	
Target Communities	

Partner Organizations	
Faculty	

Please indicate your level of agreement by placing an X in the corresponding box of your choice after each statement.							
SD= Strongly Disagree D= Disagree NAD= Neither Agree or Disagree A= Agree SA= Strongly Agree DK=Don't Know NA= Not Applicable							
	SD	D	NAD	A	SA	DK	NA
11. The OSCI has sufficient human and financial resources to run its activities to maximize student impact.							
12. The OSCI has sufficient human and financial resources to run its activities to maximize target community impact.							
13. The OSCI has sufficient human and financial resources to run its activities to maximize partner organizations impact.							
14. OSCI formators should manage a community and all four social formation programs, as pertinent for community needs.							
15. Ateneo students should work with the same partner organization for the long-term.							
16. Ateneo students should work with the same community for the long-term.							
17. OSCI has a clear communication plan in order to coordinate activities with communities.							
18. OSCI has a clear communication plan in order to coordinate activities with Ateneo students.							
19. OSCI has a clear communication plan in order to coordinate activities with communities.							
20. OSCI has a clear communication plan in order to							

coordinate activities with partner organizations.							
21. OSCI has a clear communication plan in order to coordinate activities with departments.							
22. Ateneo students are well prepared to undertake projects.							
23. I feel well-prepared to work with/lead/coordinate Ateneo students in social formation program activities.							
24. I feel well-prepared to work with/lead/ coordinate faculty in social formation program activities.							
25. I feel well-prepared to work with/lead/coordinate partner organizations in social formation program activities.							
26. I feel well-prepared to work with/lead/coordinate target communities in social formation program activities.							
27. There is a clear link between subsequent programs-how each program builds upon to prior year's program outcomes for students.							
28. I receive sufficient training to do my job well.							
29. Faculty are willing to work with our office social formation programs.							
30. Coordinating social formation program activities with faculty is easy.							

Implementation Strategies Pursued

31. I have worked with the following strategies for OSCI-managed social formation programs up to now:
<input type="checkbox"/> Interest-Based. Definition: SFP activity was NOT related to students' major or discipline. <input type="checkbox"/> Discipline-Based. Definition: SFP activity was related to students' major or discipline. <input type="checkbox"/> Service Learning. Definition: SFP activity required student to complete a technical project for the community or organization they worked with AND was credited to an academic course.
32. Rank the following strategies for OSCI-managed social formation programs that you feel has the greatest impact on Ateneo students. Write "1" next to the least impact, "2" next to slight impact, and "3" next to most impact.
____ Interest-based (IB) ____ Discipline-based (DB) ____ Service-learning (SL)

33. Rank the following strategies for OSCI-managed social formation programs that you feel has the greatest impact on *partner organizations*. Write “1” next to the least impact, “2” next to slight impact, and “3” next to most impact.

- _____ Interest-based (IB)
- _____ Discipline-based (DB)
- _____ Service-learning (SL)

34. Rank the following strategies for OSCI-managed social formation programs that you feel has the greatest impact on *target communities*. Write “1” next to the least impact, “2” next to slight impact, and “3” next to most impact.

- _____ Interest-based (IB)
- _____ Discipline-based (DB)
- _____ Service-learning (SL)

35. Please give example(s) of how you have played a role in positively affecting:

a. Ateneo student outcomes?

b. Partner organization outcomes?

c. Target community outcomes?

36. How can OSCI social formation programs change to enhance program impact on:

a. Ateneo students?

b. Partner organizations?

c. Target communities?

37. Please share tools/activities/skills that would help you improve your role in enhancing:

a. Ateneo student outcomes?

b. Partner organization outcomes?

c. Target community outcomes?

38. Please share any other comments you have regarding the effectiveness, impact, or design of (or lack thereof) OSCI programs? Design encompasses inputs, program activities, students, target communities, or partner organizations participating.

THANK YOU FOR COMPLETING THIS SURVEY!

APPENDIX A – EVALUATION PLAN TABLE

1. How are the OSCI-managed social formation programs impacting the target communities they serve?

Type of Data	Source of Data*	Collection Method	Timing
<p>Progression of effects of received solidarity: For target communities – a sense of respect, value of their lives, being loved, cared for, and listened-to, to self-confidence and self-esteem, to empowerment, agency, and action in shared solidarity or civically engaged communities, includes sharing of solutions with others.</p> <p>For partner organizations– a sense of respect, appreciation and acknowledgement for their social development work.</p> <p>Relationships: Establishment and growth of relationships with Ateneo students, partner organizations, OSCI, and University. Including number of target communities and partner organizations that wish to continue to work with OSCI SFPs due to positive experiences.</p> <p>Quality of life and wellbeing: poverty reduction; stability - psychosocial, economic, health; resilience to shocks; self-sufficiency; pollution control; skills and knowledge gained.</p> <p>Solutions to needs: savings on project design; community goals, resources available and needed, diversification of income, self-policing, self-promotion, and new beneficial policies.</p>	Simple randomly selected communities (members) participating in OSCI SFPs	New third party-led focus group that ends with a short demographic survey	Immediately or soon after end of the project, end of one-time activity, or end of whole engagement. Depends on program.
	Simple randomly selected key persons from partner organizations	New paper third party-conducted survey interview	
	OSCI formators collect at randomly selected activities	Voice recordings	During reflection/ processing activities with communities
	Participating faculty	New online survey	End of the school year
	OSCI formators	New anonymous online survey	

2. How is each of the social formation programs impacting the students or adding to the transformation of participating students?

Type of Data	Source of Data*	Collection Method	Timing
<p>Student progression in demonstrating solidarity (based on existing solidarity matrix): from feelings towards, knowledge and sense of solidarity, to openness and ability to interact with marginalized communities, to undertaking of solidarity action (e.g. participating in non-required volunteering).</p> <p>Awareness and knowledge: of poverty in urban and rural areas, of marginalized communities.</p> <p>Sense of empowerment: in ability to identify needs and assets of the community, inserting self appropriately according to skills and talents, and political and social positions.</p> <p>Effect on lifestyle or life direction: appreciation of participation in SFPs, increased interest in jobs in social services, effect on personal life goals and values, grades and learning outcomes. Includes percentage of students that graduate with permanent sense of social responsibility to others.</p>	Simple randomly selected first, third, and fourth year students participating in SFPs	New online post experience survey	Towards the end of the participating semester
	Simple randomly selected second year students participating in SFPs	New online post experience survey	Towards the end of the school year
	Simple randomly selected fourth year students who participated in all the SFPs	New third party-led focus group that ends with a short demographic survey	Towards the end of the school year. Every other year
	Simple randomly selected communities (members) participating in OSCI SFPs	New third party-led focus group that ends with a short demographic survey	Immediately or soon after end of the project, end of one-

	Simple randomly selected key persons from partner organizations	New paper third-party-conducted survey	time activity, or end of whole engagement. Depends on program
	Participating faculty	New online survey	End of the school year
	OSCI formators	New anonymous online survey	

3. How is current program design affecting desired outcomes for participating students and target communities?

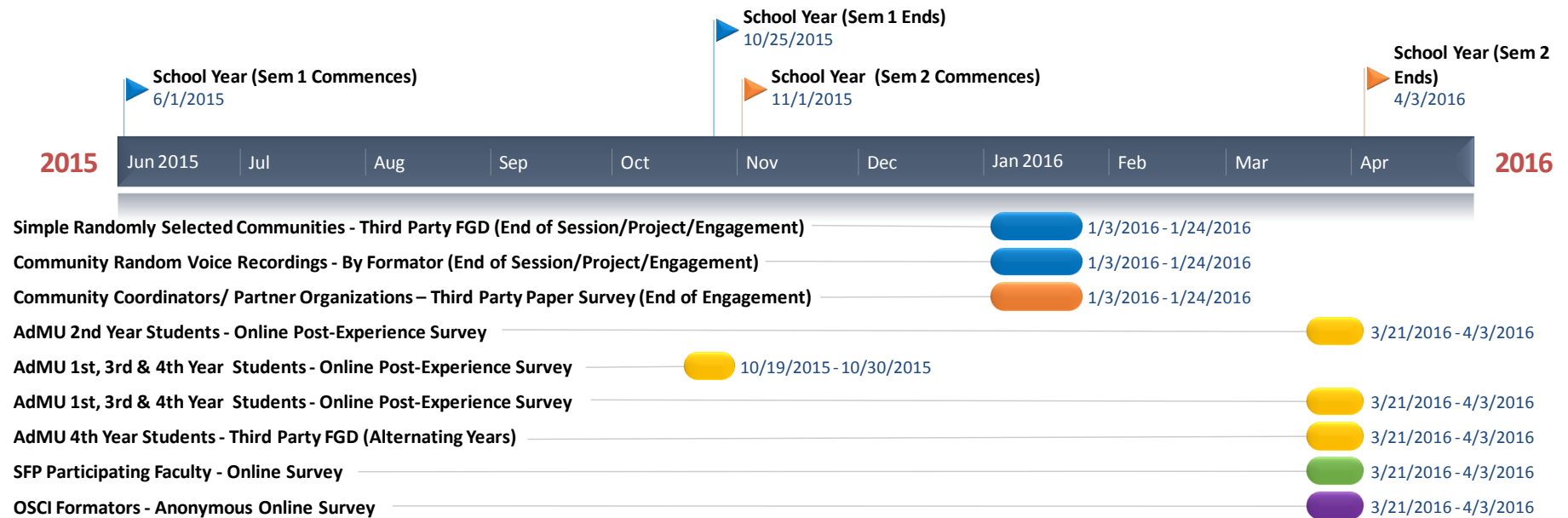
Type of Data	Source of Data*	Collection Method	Timing
<p>Note: Program design includes inputs, activities and participants</p> <p>Resources: human and financial - sufficient to run activities to max potential? Have greatest impact on students and communities?</p> <p>Capacity: are participating faculty and OSCI formators well prepared to positively affect student, partner and community outcomes? Are students well prepared for projects?</p> <p>Comparison of strategies: interest-based, discipline-based, service learning. Particularly, is there greater student and community impact of service learning over the other two? Should OSCI formators follow a cohort model or continue as is? How does the scaffolding, or of lack thereof, of SFP's affect student outcomes?</p> <p>Time and place: working with new communities frequently versus having same partner organization/community for the four years or other possibilities; How amount of time spent in activities affects outcomes; working with partners and third parties (NGO, Government) versus working directly with the target community.</p> <p>Assessment of logistics: communication and coordination of OSCI office with communities, students and academic departments.</p>	Simple randomly selected incoming (first year) students	New online pre-experience survey	Before any InTACT activities take place
	Simple randomly selected first, third, and fourth year students participating in SFPs	New online post-experience survey	Towards the end of the participating semester
	Simple randomly selected second year students participating in SFPs	New online post experience survey	Towards the end of the school year
	Simple randomly selected fourth year students who participated in all the SFPs	New third party-led focus group that ends with a short demographic survey	Towards the end of the school year. Every other year
	Simple randomly selected communities (members) participating in OSCI SFPs	New focus group that ends with a short demographic survey	Immediately or soon after end of the project, end of one time activity, end of whole engagement. Depends on program
	Simple randomly selected key persons from partner organizations	New paper third party-conducted survey interview	
	Participating faculty	New online survey	End of the school year
	OSCI formators	New anonymous online	

Note: The tool created for each source of data—except those for students—will cover all of the three evaluation questions. Only two of the evaluation questions will be covered in the student tools. Each data source will be asked about the types of data identified for assessing each evaluation question.

APPENDIX B – EVALUATION TOOL TIMELINE

Evaluation Tool Implementation Timeline

Office for Social Concern and Involvement – Ateneo de Manila University




APPENDIX C – SAMPLE SIZE AND SAMPLE SELECTION WORKBOOK

Required Sample Size⁷
from: **The Research Advisors**


Population Size	Confidence = 95.0%				Confidence = 99.0%			
	Degree of Accuracy/Margin of Error				Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
8,000	367	714	1289	4365	613	1158	1993	5397
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

The recommended sample size for a given population size, level of confidence, and margin of error appears in the body of the table.

For example, the recommended sample size for a population of 1,000, a confidence level of 99%, and a margin of error (degree of accuracy) of 3.5% would be 575.

 Change these values to select different levels of confidence.

 Change these values to select different maximum margins of error.

 Change these values to select different (e.g., more precise) population sizes.

Source: The Research Advisors⁷

⁷ The Research Advisors. (2006). Sample Size Table. Retrieved April 20, 2015 from <http://www.research-advisors.com/tools/SampleSize.htm>

Random Number Generator for all Communities Participating in Third Party Focus Groups and Voice Recordings

Random Number Generator (RNG)

171

Bottom Value

1

Top Value

250

Total Cumm. Selected (Y)

0

Identifier #	Community	Region	Barangay / City Name	Selected in RNG (Y/N)
Example	Marikina Urban Poor Community	Metro Manila	-	Y
Example	Lake Palakpakin Community	Laguna	San Pablo City	N
Example	Bagong Silang	Metro Manila	Quezon City	N
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Source: UMN Capstone Team

Random Number Generator for all Community Coordinators/Partner Organizations Participating in Third Party Paper Survey						
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Random Number Generator</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; text-align: center;">106</div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; width: 45%;">Bottom Value</div> <div style="border: 1px solid black; padding: 2px; width: 10%; text-align: center;">1</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 45%;">Top Value</div> <div style="border: 1px solid black; padding: 2px; width: 10%; text-align: center;">200</div> </div>						
				Total Cumm. Selected (Y)		0
Identifier	Comm. Coord/ Partner Org.			Region	Area / City	Selected in RNG (Y/N)
Last Name	First Name	Comm. / Org. Name				
Example	Santos	Mirasol	Pioneer	Cavite	Bagong Silang	Y
Example	Cruz	Pat	Marakina Community Coordinator	Metro Manila	Marikina City	Y
Example	Garcia	Chris	City Links / DSWD	Central Luzon	Pampanga	N
Example	Ramon	Leland	Tahanang Walang Hagdanan, Inc.	Cainta, Rizal	Santo Domingo	Y
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Source: UMN Capstone Team

Random Number Generator for all AdMU Students Participating in Online Surveys and Fourth Year FGDS																			
Random Number Generator					Random Number Generator					Random Number Generator					Random Number Generator				
80					1225					855					1639				
Bottom Value		1			Bottom Value		1			Bottom Value		1			Bottom Value		1		
Top Value		2000			Top Value		2000			Top Value		2000			Top Value		2000		
Total Cumm. Selected (Y) 0					Total Cumm. Selected (Y) 0					Total Cumm. Selected (Y) 0					Total Cumm. Selected (Y) 0				
Identifier	Last Name	First Name	Year at AdM	Selected in RNG (Y/N)	Identifier	Last Name	First Name	Year at AdM	Selected in RNG (Y/N)	Identifier	Last Name	First Name	Year at AdM	Selected in RNG (Y/N)	Identifier	Last Name	First Name	Year at AdM	Selected in RNG (Y/N)
Sample	Santos	Kevin	First	N	Sample	Andrade	Amor	Second	Y	Sample	Royes	Malays	Third	N	Sample	Ocampo	Tala	Fourth	N
A1			First		B1			Second		C1			Third		D1			Fourth	
A2			First		B2			Second		C2			Third		D2			Fourth	
A3			First		B3			Second		C3			Third		D3			Fourth	
A4			First		B4			Second		C4			Third		D4			Fourth	
A5			First		B5			Second		C5			Third		D5			Fourth	
A6			First		B6			Second		C6			Third		D6			Fourth	
A7			First		B7			Second		C7			Third		D7			Fourth	
A8			First		B8			Second		C8			Third		D8			Fourth	
A9			First		B9			Second		C9			Third		D9			Fourth	
A10			First		B10			Second		C10			Third		D10			Fourth	
A11			First		B11			Second		C11			Third		D11			Fourth	
A12			First		B12			Second		C12			Third		D12			Fourth	
A13			First		B13			Second		C13			Third		D13			Fourth	
A14			First		B14			Second		C14			Third		D14			Fourth	
A15			First		B15			Second		C15			Third		D15			Fourth	
A16			First		B16			Second		C16			Third		D16			Fourth	
A17			First		B17			Second		C17			Third		D17			Fourth	
A18			First		B18			Second		C18			Third		D18			Fourth	
A19			First		B19			Second		C19			Third		D19			Fourth	
A20			First		B20			Second		C20			Third		D20			Fourth	
A21			First		B21			Second		C21			Third		D21			Fourth	
A22			First		B22			Second		C22			Third		D22			Fourth	
A23			First		B23			Second		C23			Third		D23			Fourth	
A24			First		B24			Second		C24			Third		D24			Fourth	
A25			First		B25			Second		C25			Third		D25			Fourth	
A26			First		B26			Second		C26			Third		D26			Fourth	
A27			First		B27			Second		C27			Third		D27			Fourth	
A28			First		B28			Second		C28			Third		D28			Fourth	
A29			First		B29			Second		C29			Third		D29			Fourth	
A30			First		B30			Second		C30			Third		D30			Fourth	
A31			First		B31			Second		C31			Third		D31			Fourth	
A32			First		B32			Second		C32			Third		D32			Fourth	
A33			First		B33			Second		C33			Third		D33			Fourth	
A34			First		B34			Second		C34			Third		D34			Fourth	
A35			First		B35			Second		C35			Third		D35			Fourth	
A36			First		B36			Second		C36			Third		D36			Fourth	
A37			First		B37			Second		C37			Third		D37			Fourth	
A38			First		B38			Second		C38			Third		D38			Fourth	
A39			First		B39			Second		C39			Third		D39			Fourth	
A40			First		B40			Second		C40			Third		D40			Fourth	
A41			First		B41			Second		C41			Third		D41			Fourth	
A42			First		B42			Second		C42			Third		D42			Fourth	
A43			First		B43			Second		C43			Third		D43			Fourth	
A44			First		B44			Second		C44			Third		D44			Fourth	
A45			First		B45			Second		C45			Third		D45			Fourth	
A46			First		B46			Second		C46			Third		D46			Fourth	
A47			First		B47			Second		C47			Third		D47			Fourth	
A48			First		B48			Second		C48			Third		D48			Fourth	
A49			First		B49			Second		C49			Third		D49			Fourth	
A50			First		B50			Second		C50			Third		D50			Fourth	
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A53			First		B53			Second		C53			Third		D53			Fourth	
A54			First		B54			Second		C54			Third		D54			Fourth	
A55			First		B55			Second		C55			Third		D55			Fourth	
A56			First		B56			Second		C56			Third		D56			Fourth	
A57			First		B57			Second		C57			Third		D57			Fourth	
A58			First		B58			Second		C58			Third		D58			Fourth	
A59			First		B59			Second		C59			Third		D59			Fourth	
A60			First		B60			Second		C60			Third		D60			Fourth	
A61			First		B61			Second		C61			Third		D61			Fourth	
A62			First		B62			Second		C62			Third		D62			Fourth	

Source: UMN Capstone Team

Evaluation Data Management

Part 3

University of Minnesota

Humphrey School of Public Affairs

PA 8081 Global Policy Capstone

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DATA MANAGEMENT: PART 3

OFFICE FOR SOCIAL CONCERN AND INVOLVEMENT

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UNIVERSITY OF MINNESOTA – TWIN CITIES
HUMPHREY SCHOOL OF PUBLIC AFFAIRS

PA 8081 - GLOBAL POLICY CAPSTONE

DE MEL, R.; GETAHUN, A.; HAUGEN, N.; HERNANDEZ, V.; TAN, I.

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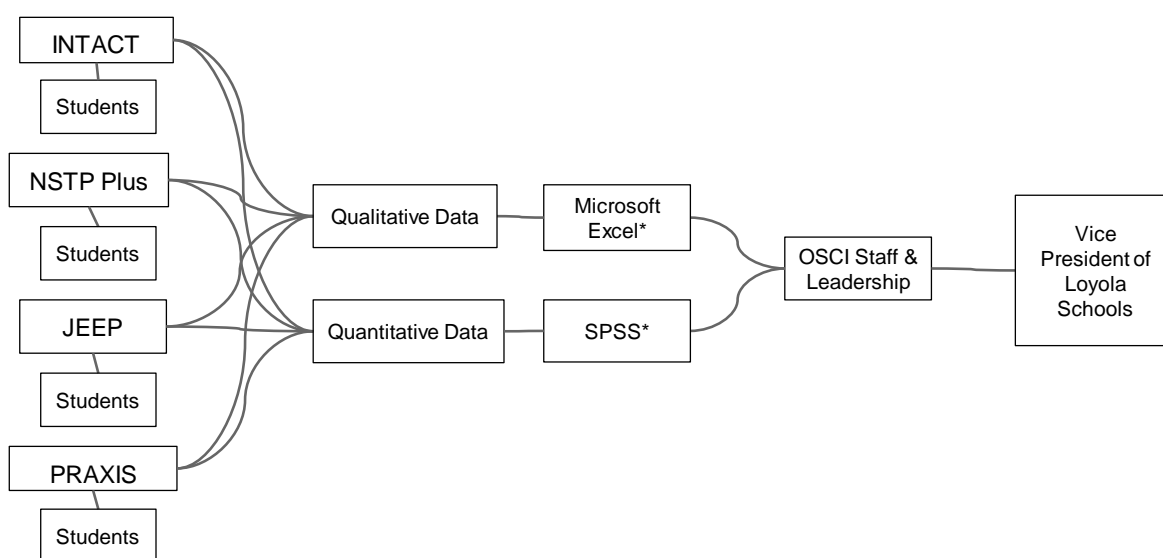
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DATA MANAGEMENT

DESCRIPTION OF CURRENT DATA MANAGEMENT PROCESS

Based on documentation provided to the UMN Team by the OSCI and information gathered in the field, a data collection flowchart was developed to describe the current data collection process. Viewing the process from above, Figure 1 shows the individual data collection, storage, and processing points throughout each of the SFPs. The process flowchart also demonstrates the levels of data and where the data flows from program commencement to final use in program reporting, development, improvement, or planning.

FIGURE 1 – CURRENT SFP DATA COLLECTION PROCESS FLOWCHART



*Microsoft Excel and SPSS are the predominant software used in processing paper survey responses. Some SFPs use Google Sheets to store data, while Google Analytics is used for processing existing online survey responses from Google Forms.

DATA INVENTORY

Data inventory tables have been assembled by the UMN Team to help provide organization and structure to all the current evaluation tools being used by OSCI staff and InAF. The objectives of this activity were for the UMN Team to get a concrete idea of the types and volume of data that OSCI collects and monitors and to use this inventory as an input to inform the prospective design of a system to centralize and standardize data, which is also one of the recommendations of the UMN Team in Part 3 of the report.

The framework used to build the data inventory simply charts the details of each data collection or survey tool under each activity within an SFP. The appendix and adjoining tables to Part 3 of the report show the list of activities and their corresponding survey tools. Each survey tool is further broken down to specific information generated, file format, systems

sharing and storage software utilized, and uses of data. These matrices will be provided to OSCI in Microsoft Excel format.

Not included in this data inventory are other forms of existing information outside the survey tools such as maps, list of communities, list of community partners and partner institutions, and schedule of activities.

RECOMMENDATIONS

1. CENTRALIZED COMMUNITY INVOLVEMENT REPORTING SYSTEM AND INFORMATION DATABASE

There are many projects that are being implemented by various researchers, faculty, and student groups of Ateneo de Manila University. As such, creating a standardized and centralized reporting system would greatly benefit the University. This will provide information to all University stakeholders (OSCI, faculty, students, administration) about what projects are being implemented and by whom—in communities. This centralized online database system can be modified by approved users from different offices or departments working with the communities. For instance, if a student group or faculty member would like to initiate a project in a community, they could, if approved as a user, go to an online portal and complete an online project form. This would automatically populate a database that can be used as a central monitor of the University's community involvement.

On the part of OSCI, having this centralized database of communities will allow for more efficient management and planning, and at the very least make it possible for the office to gauge the extent of possible confounders in the community where it might attempt assessing SFP impact. This centralized database also ties in with the capabilities of one of the UMN Team's recommendation to use geographical information systems or ArcGIS software (see below) which will allow communities to be visually defined and further support future planning of OSCI with University faculty in regard to service learning opportunities and coursework in communities. As suggested, the centralized database which could be maintained in Excel spreadsheets and processed in GIS can include community information, a history of OSCI-managed programs and projects, and the lead contacts in communities/partner organizations, among others.

2. SYSTEMS ANALYST AND IT TEAM COLLABORATION

OSCI, being both a data generator and user, would benefit by having a systems analyst who could analyze the system of data collection, generation, and storage processes of OSCI and design a centralized and standardized system for collecting and storing qualitative and quantitative data. A practical data and information systems design will help OSCI improve data management as the office's operations expand and facilitate convenient access to data for processing, analysis, reporting, and decision-making. Possible criteria for a good systems design in the case of OSCI is for it to be able to standardize inputting of data across SFPs, centralize data storage for ease of data accessibility for each decision maker involved, and pare down the number of times the same data is encoded for use in various reports. An inventory of existing data would help inform this design.

Since systems analysts do not normally involve themselves with software development or programming, teaming up with information technology or IT programmers who could implement the information systems architecture would be helpful. These positions could be offered as research assistantships for graduate students in the University.

3. DATA STORAGE AND PROCESSING – SUGGESTED SOFTWARE

The following two sections will provide information on tools that the OSCI office staff can utilize in order to reduce manual data entry resources, along with developing a usable visual database for communities and projects within the communities.

3A. GEOGRAPHICAL INFORMATION SYSTEMS (GIS)

A geographic information system (GIS) is a system designed to capture, store, manipulate, analyze, manage, and present all types of spatial or geographical data.¹ As the number of communities participating in Ateneo's social formation program expands OSCI will benefit from maintaining a database of community characteristics that will aid management in visually monitoring the status of OSCI's community engagement. The following is a list of basic information that could be included in the GIS database:

- Specific community/institution/agency name
- Address or location
- Population
- Number of direct program beneficiaries
- Number of students involved per program
- Social formation program(s) conducted in community/institution/agency
- Activities conducted or outputs produced
- Lead formator
- Community/institution/agency partner

From the above information, it would be easy to process data and produce visuals or plots of the following indicators that will mainly reflect the intensity and type of OSCI involvement in communities:

- Areal density of OSCI communities in a town, city or province
- Population density of direct program community beneficiaries
- Density of student presence in communities
- Communities served with certain types of programs/activities/outputs
- Type/s of partner involved (community organization, institution, government agency)
- Type/s of activities conducted or outputs produced

These indicators can serve as inputs into the following possible decision points:

- Where to proactively seek community partnerships to avoid saturating a town/city

¹ http://en.wikipedia.org/wiki/Geographic_information_system

- Where to continue expanding partnerships or programs, considering security, convenience, and impact
- Identifying possible partnerships with communities in close proximity or with similar characteristics or conditions
- Identifying which community or area may be experiencing better impact or benefits relative to others considering the number of projects the community receives. Experience in these communities could become case studies of best practices.

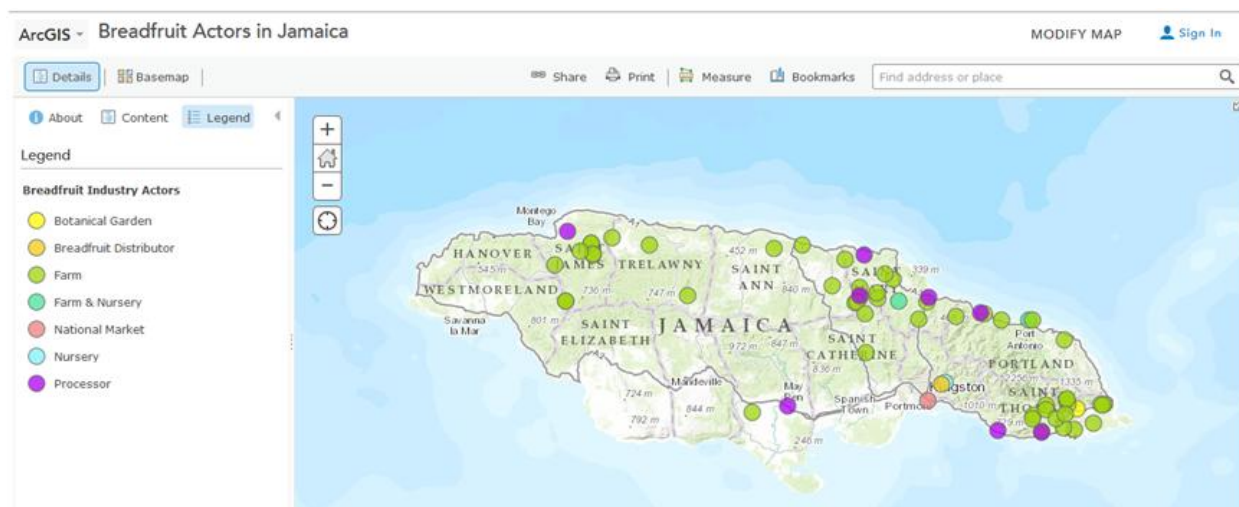
The value of GIS is in helping inform decisions involving expanding operations in geographical areas. In the future, results of evaluations can be included in the database which will also help OSCI management decide whether to intensify, modify, decrease, or drop involvement.

ArcGIS is admittedly expensive. (It is possible that other departments within Ateneo may have already acquired this software.) At the very least, the centralized Excel spreadsheet that should be created and maintained for this purpose is invaluable by itself. Excel has sorting as well as color schemes and densities that can also be used to produce tabular results, albeit sometimes using the more unfriendly Excel macros. This is certainly not the same as the map presentation of GIS, with built-in functions that enrich case presentations through various shapes, sizes, colors and forms packing information and telling stories in one visual. Nonetheless, maintaining this Excel database backbone for eventual use in GIS forces one to maintain a centralized database of basic information as the number of indicators and communities, as well as the types of involvement, expand.

One will find a basic example of how a GIS map can provide visual representation of project locations as well as easy viewing of project-specific information (the image is also shown below) in the following link:

<http://www.arcgis.com/home/webmap/viewer.html?webmap=936bda780aed49898a5f3fd15856fdc7&extent=-78.6195,17.3613,-75.9278,18.9325>

To provide an idea of how much ArcGIS costs, the following link shows prices within the United States: <http://www.esri.com/software/arcgis/arcgis-for-desktop/pricing>. To find out more about pricing in the Philippines, this link contains contact information of the local distributor: <http://www.esri.com/apps/company/contact/index.cfm?fa=distributor.lookup&country=Philippines>



Source: Map created by Randika De Mel and Afia Adabo for Trees That Feed Foundation (TTFF) in Jamaica²

3B. NVIVO SOFTWARE FOR QUALITATIVE DATA

NVivo is a software that supports qualitative and mixed methods research and designed to handle non-numeric data such as interviews and open-ended questionnaire responses.³ Using NVivo qualitative software will allow OSCI to efficiently analyze the qualitative component of surveys and focus group discussions because, unlike Excel, it functions to establish trends and patterns from these responses as it makes connections within the data.⁴ NVivo is also flexible as it is able to import different formats of data including Microsoft Word and Excel files, audio and video files, digital photos and pdf files and allows the importation of survey responses from SurveyMonkey, a free online survey development program. In addition, NVivo is able to efficiently store project data and material in a single file or store large files separately and link them to a project. Hence, qualitative data collected from surveys conducted by OSCI each semester can be stored in NVivo and longitudinal analysis of the qualitative data can be conducted.

A quick overview of the features of NVivo 10 for Windows including a complete list of the data formats it supports is found in this link: <http://download.qsrinternational.com/Resource/NVivo10/nvivo10-feature-list.pdf>. The NVivo website (http://www.qsrinternational.com/products_nvivo.aspx) also contains videos that can be used to train qualitative data analysts at OSCI. A full license for NVivo 10 for Windows costs around \$670 (Philippines Peso 29,757) for a maximum of two devices. Licenses purchased for more than two devices qualify the buyer to receive discounts and savings.⁵

² Trees That Feed Foundation. (2014). Welcome to Trees That Feed Foundation. Retrieved February 25, 2015 from <http://www.treesthatfeed.org/>

³ QSR International. (2014). NVivo 10 For Windows Feature List. *NVivo 10 For Windows*. Retrieved February 25, 2015.

⁴ Called pattern-based auto-coding that enables the coding of large volumes of text quickly (see overview of features link provided)

⁵ Ibid

APPENDICES

APPENDIX A – SFP STUDENT ACTIVITIES WITH EXISTING OSCI TOOLS

For easy reference, this appendix lists the student group activities in each SFP for which OSCI currently has existing survey tools. See Tables 1-4 for further details.

INTACT

1. Pre-Testing
2. Block Orientations
3. Block integration
4. Exposure Trip
5. Block Processing Sessions
6. Post-Testing

NSTP

1. Classroom Orientation and Integration Workshop
2. Pre-Testing
3. Skills Training
4. Community Service (Area Engagement)
5. Processing Session
6. Social Analysis Session
7. Synthesis Session
8. Area Evaluation
9. Program and Formator Evaluation
10. Post-Testing
11. Area Evaluation (Institutions)

JEEP.

1. Classroom Orientation
2. Pre-Testing
3. Area Enlistment
4. Integration Session
5. Area Orientation
6. Area Engagement
7. Program Evaluation
8. Formator Evaluation
9. Post-Testing

PRAXIS

1. Classroom Orientation
2. Pre-Testing
3. Program Praxis Orientation
4. Integration Workshop
5. Community Orientation
6. Community Activity
7. Solidarity Night

8. Processing Session
9. Social Analysis Session
10. Theology Presentation
11. Student Presentation
12. Post-Testing
13. Area Evaluation (Community)
14. Area Evaluation (Institutions)

APPENDIX B: DATA INVENTORY MATRIX

Table 1. Data Inventory of INTACT Survey Tools

Phase	Activity	Tool	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
Pre-Engagement	Pre-testing	Student pretest tool	Identification Info	Student ID (ID#, course, 1st yr block, school) and background info (high school, religion, religious belief/ org), type of engagement	Form	Word	INAF-INTACT Coordinator	(Maintained by INAF, not OSCI)	(No results yet since this was conducted recently)
					Raw Data Storage	Excel	INAF-INTACT Coordinator		
					Processing and Analysis	Excel and SPSS	INAF-INTACT Coordinator		
					Raw Data Storage	Excel	INAF-INTACT Coordinator		Can serve as baseline data for freshmen; May be used for reports, presentations, research
					Processing and Analysis	SPSS	INAF-INTACT Coordinator		
					Raw Data Storage	Excel	INAF-INTACT Coordinator		Can serve as baseline data for freshmen; May be used for reports, presentations,
					Processing and Analysis	Excel	INAF-INTACT Coordinator		
	Block orientation	Student evaluation tool	Identification Info	Student ID information (ID #, section, block, course, adviser, facilitator)	Form	Google Forms	OSCI Staff	Shareable live files	Reports, Research, Presentations
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders		
					Processing and Analysis	Excel and SPSS	OSCI Staff		
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders		
					Processing and Analysis	SPSS	OSCI Staff		
					Raw Data Storage	Excel	Hired Encoders		
	Block integration	Student evaluation tool	Identification Info	Student ID information (ID #, section, block, course, adviser, facilitator)	Form	Google Forms	OSCI Staff	Shareable live files	Reports, Research, Presentations
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders		
					Processing and Analysis	Excel and SPSS	OSCI Staff		

Table 1. Data Inventory of INTACT Survey Tools *[Continued]*

Phase	Activity	Tool	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
			Quantitative	Rating of the integration session (level of understanding, level of satisfaction)	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	Reports, Research, Presentations
			Qualitative	Comments on the integration session (likeable aspect, significant learning, recommendations)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
					Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	
Engagement	Exposure trip	Student evaluation tool	Identification Info	Student ID information (ID #, section, block, course, adviser, facilitator)	Form	Google Forms	OSCI Staff	Shareable live files	Reports, Research, Presentations
	Raw Data Storage				Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder		
	Quantitative		Rating of the exposure trip (level of agreement with aspects of the trip; level of satisfaction)	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder		
				Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder		
	Qualitative		Comments on the exposure trip (likeable aspect, significant learning, recommendations)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder		
				Raw Data Storage	Excel	Hired Encoders	Individual files and common folder		
Post-Engagement	Block processing session	Student evaluation tool	Identification Info	Student ID information (ID #, section, block, course, adviser, facilitator)	Form	Google Forms	OSCI Staff	Shareable live files	Reports, Research, Presentations
	Raw Data Storage				Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder		
	Quantitative		Rating of the processing session (level of understanding, level of satisfaction)	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder		
				Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder		
	Qualitative		Comments on the processing session (likeable aspect, significant learning, recommendations)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder		
				Raw Data Storage	Excel	Hired Encoders	Individual files and common folder		
	Post-testing	Student post test tool			Form	Word	INAF-INTACT Coordinator	(Maintained by INAF, not OSCI)	(No results yet since this was conducted recently)

Table 1. Data Inventory of INTACT Survey Tools *[Continued]*

Phase	Activity	Tool	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
			Identification Info	Student ID (ID#, course, 1st yr block, school) and background info (high school, religion, religious belief/ org), type of engagement	Raw Data Storage	Excel	INAF-INTACT Coordinator		Can be used for reports, presentations, research
			Quantitative	Ratings or personal assessments of Social Involvement, Jesuit Education, Spirituality	Processing and Analysis	Excel and SPSS	INAF-INTACT Coordinator		
					Raw Data Storage	Excel	INAF-INTACT Coordinator		
			Qualitative	One question on how an Ateneo graduate can help address social problems	Processing and Analysis	SPSS	INAF-INTACT Coordinator		Can be used for reports, presentations, research
					Raw Data Storage	Excel	INAF-INTACT Coordinator		
					Processing and Analysis	Excel	INAF-INTACT Coordinator		Can be used for reports, presentations, research

Table 2. Data Inventory of NSTP Survey Tools

Phase	Activity	Tool	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
Pre-Engagement	Classroom orientation and Integration workshop	Student evaluation tool	Identification Info	Student ID information (ID #, section, block, course, adviser, facilitator)	Form	Google Forms	OSCI Staff	(Maintained by INAF, not OSCI)	Reports, Research, Presentations
					Raw Data Storage	Google Sheets	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	
					Processing and Analysis	Google Sheets and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Google Sheets	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	
					Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Google Sheets	Hired Encoders	Shareable live files	
	Pre-testing	Student pretest tool	Identification Info	Student ID (ID#, course, year, school, theo prof, scholarship status) and background info (religion, religious belief/ org), type of engagement	Form	Word	INAF-NSTP Coordinator	(Maintained by INAF, not OSCI)	(No results yet since this was conducted recently)
					Raw Data Storage	Excel	INAF-NSTP Coordinator		
					Processing and Analysis	Excel and SPSS	INAF-NSTP Coordinator		
					Raw Data Storage	Excel	INAF-NSTP Coordinator		
					Processing and Analysis	SPSS	INAF-NSTP Coordinator		
					Raw Data Storage	Excel	INAF-NSTP Coordinator		
	Skills training	Student evaluation tool	Identification Info	Student ID information (ID #, section, block, course, adviser, facilitator)	Form	Google Forms	OSCI Staff	Shareable live files	Reports, Research, Presentations
					Raw Data Storage	Google Sheets	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	
					Processing and Analysis	Google Sheets and SPSS	OSCI Staff	Individual files and common folder	

Table 2. Data Inventory of NSTP Survey Tools [Continued]

Phase	Activity	Tool	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
			Quantitative	Rating of the skills training (level of understanding, level of satisfaction)	Raw Data Storage	Google Sheets	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	Reports, Research, Presentations
					Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
			Qualitative	Comments on the skills training (likeable aspect, significant significant learning, recommendations)	Raw Data Storage	Google Sheets	Hired Encoders	Shareable live files	
					Processing and Analysis	Google Sheets	Hired Consultants	Shareable live files	
Engagement	Community service (Area engagement)	Student evaluation tool	Identification Info	Name of area/institution; and Component and section	Form	Word	OSCI Staff	Individual files and common folder	Reports, Research, Presentations
					Raw Data Storage	Google Sheets	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	
			Quantitative	Rating of area activities, partner area/institution, and logistics	Processing and Analysis	Google Sheets and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Google Sheets	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	
			Qualitative	Comments on the exposure trip (likeable aspect, significant learning, recommendations, other comments)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Google Sheets	Hired Encoders	Shareable live files	
					Processing and Analysis	Google Sheets	Hired Consultants	Shareable live files	
	Processing session	Student evaluation tool	Identification Info	Student ID information (ID #, section, block, course, adviser, facilitator)	Form	Google Forms	OSCI Staff	Shareable live files	Reports, Research, Presentations
					Raw Data Storage	Google Sheets	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	
			Quantitative	Rating of the processing session (level of understanding, level of satisfaction)	Processing and Analysis	Google Sheets and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Google Sheets	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	
			Qualitative	Comments on the processing session (likeable aspect, significant significant learning, recommendations)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Google Sheets	Hired Encoders	Shareable live files	
					Processing and Analysis	Google Sheets	Hired Consultants	Shareable live files	
	Social analysis session	Student evaluation tool	Identification Info	Student ID information (ID #, section, block, course, component, facilitator)	Form	Google Forms	OSCI Staff	Shareable live files	
					Raw Data Storage	Google Sheets	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	

Table 2. Data Inventory of NSTP Survey Tools [Continued]

Phase	Activity	Tool	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
			Quantitative	Rating of the SA session (level of understanding, level of satisfaction)	Processing and Analysis Raw Data Storage	Google Sheets and SPSS Google Sheets	OSCI Staff OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder Shareable live files	Reports, Research, Presentations
			Qualitative	Comments on the SA session (likeable aspect, significant learning, recommendations)	Processing and Analysis Raw Data Storage	SPSS Google Sheets	OSCI Staff Hired Encoders	Individual files and common folder Shareable live files	Reports, Research, Presentations
					Processing and Analysis	Google Sheets	Hired Consultants	Shareable live files	Reports, Research, Presentations
Post-Engagement	Synthesis session	Student Evaluation Tool	Quantitative	Rating of the Synthesis session (level of understanding, level of satisfaction)	Processing and Analysis	SPSS	Encoders and Hired Consultant	Individual files and common folder	
			Qualitative	Comments on the Synthesis session (likeable aspect, significant learning, recommendations)	Processing and Analysis	SPSS	Encoders and Hired Consultant	Individual files and common folder Individual files and common folder	
	Area evaluation	Area Evaluation Tool	Quantitative	Ratings of program implementation (processes, student preparations and tasks, area coordinators and monitors, formator)	Excel and SPSS		Encoders and Hired Consultant		Reports, Program Evaluation and Planning
			Qualitative	Comments and recommendations on program implementation	Excel and SPSS		Encoders and Hired Consultant		
	Program and formator evaluation	Student evaluation tool	Identification info	Formator Name	Form Raw Data Storage Processing and Analysis	Word Google Sheets SPSS	OSCI Staff OSCI Staff OSCI Staff	Individual files and common folder Shareable live files Individual files and common folder	Reports, Research, Presentations
			Quantitative	Rating of program activities (2 items), rating of formator performance (13 items)	Raw Data Storage Processing and Analysis	Google Sheets SPSS	OSCI Staff, Student Scholars, Hired Encoders OSCI Staff	Shareable live files Individual files and common folder	Reports, Research, Presentations
			Qualitative	Comments on most significant learning, recommendations for program improvement and, for the formator	Raw Data Storage Processing and Analysis	Google Sheets Google Sheets	Hired Encoders Hired Consultants	Shareable live files Shareable live files	Reports, Research, Presentations
	Post-testing	Student Post Test Tool			Form	Word	INAF-NSTP Coordinator	(Maintained by INAF, not OSCI)	(No results yet since this was conducted recently)

Table 2. Data Inventory of NSTP Survey Tools [Continued]

Phase	Activity	Tool	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
			Identification Info	Student ID (ID#, course, year, school, theo prof, scholarship status) and background info (religion, religious belief/ org), type of engagement	Raw Data Storage	Excel	INAF-NSTP Coordinator		Can be used for reports, presentations, research
			Quantitative	Ratings of personal assessments of Intact Area Exposure, Social Involvement, Spirituality	Processing and Analysis	Excel and SPSS	INAF-NSTP Coordinator		
					Raw Data Storage	Excel	INAF-NSTP Coordinator		
			Qualitative	One question on how an Ateneo graduate can help address social problems	Processing and Analysis	SPSS	INAF-NSTP Coordinator		Can be used for reports, presentations, research
					Raw Data Storage	Excel	INAF-NSTP Coordinator		
					Processing and Analysis	Excel	INAF-NSTP Coordinator		
	Area evaluation (Institutions)	Community partners survey (in Filipino language)	Identification Info	Name of institution; Address of the area; Component of NSTP PLUS; Task of NSTP student in area; Name of monitor (optional); Name of coordinator; Name of formator	Form	Word	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	Reports, Research, Presentations
					Raw Data Storage	Excel		Individual files and common folder	
			Quantitative/ Categorical	Ratings on aspects of OSCI's program in communities: Overall program of NSTP-PLUS, NSTP-PLUS Formator and Area Coordinator	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	
			Qualitative	Suggestions or comments on the overall program of NSTP, NSTP-PLUS formator and area coordinator; Suggestions that could be critical to the continuity and implementation of the program for the 2nd sem	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
					Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	Reports, Research, Presentations

Table 3. Data Inventory of JEEP Survey Tools

Phase	Activity	Tool	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
Pre-Engagement	Classroom orientation	Student evaluation tool	Identification Info	Student ID information (Ph101 section and teacher, course)	Form	Word	OSCI Staff	Individual files and common folder	Reports, Research, Presentations
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
			Quantitative	Rating of the orientation session (level of understanding, level of satisfaction)	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
					Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
	Pre-testing	Student pretest tool	Identification Info	Student ID (ID#, course, year, school) and type of engagement	Form	Word	INAF-JEEP Coordinator	(Maintained by INAF, not OSCI)	(No results yet since this was conducted recently)
					Raw Data Storage	Excel	INAF-JEEP Coordinator		
			Quantitative	Ratings of personal assessments Social Involvement	Processing and Analysis	Excel and SPSS	INAF-JEEP Coordinator		
					Raw Data Storage	Excel	INAF-JEEP Coordinator		
					Processing and Analysis	SPSS	INAF-JEEP Coordinator		
					Raw Data Storage	Excel	INAF-JEEP Coordinator		
	Area enlistment	Student evaluation tool	Identification Info	Student ID information (Ph101 section and teacher, course, area, formator)	Form	Word	OSCI Staff	Individual files and common folder	Reports, Research, Presentations
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
			Quantitative	Rating of the orientation session (level of understanding, level of satisfaction)	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
	Area enlistment	Student evaluation tool	Quantitative	Rating of the orientation session (level of understanding, level of satisfaction)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	Reports, Research, Presentations
					Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	Reports, Research, Presentations

Table 3. Data Inventory of JEEP Survey Tools [Continued]

Phase	Activity	Tool	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
			Qualitative	Comments on the orientation (likeable aspect, significant learning, recommendation for improvement of orientation)	Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	Reports, Research, Presentations
					Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	
	Integration session *conducted after the classroom orientation	Student evaluation tool	Identification Info	Student ID information (ID #, section, block, course, adviser, facilitator)	Form	Word	OSCI Staff	Individual files and common folder	Reports, Research, Presentations
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
			Quantitative	Rating of the integration session (level of understanding, level of satisfaction)	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
			Qualitative	Comments on the integration session (likeable aspect, significant significant learning, recommendations for improvement)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
	Area orientation	Student evaluation tool	Identification Info	Student ID information (Ph101 section and teacher, course, area, formator)	Form	Google Forms	OSCI Staff	Shareable live files	Reports, Research, Presentations
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
			Quantitative	Rating of the orientation session (level of understanding, level of satisfaction); separately, level of satisfaction on communiting lessons	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
			Qualitative	Comments on the orientation (likeable aspect, significant significant learning, recommendation for improvement of orientation)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
Engagement	Area engagement	Student evaluation tool	Identification Info	Student ID information (Ph101 section and teacher, course, area, formator)	Form	Google Forms	OSCI Staff	Shareable live files	Reports, Research, Presentations
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
			Quantitative	Rating of personal experience during area engagement	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	

Table 3. Data Inventory of JEEP Survey Tools [Continued]

Phase	Activity	Tool	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
			Qualitative	Comments on area engagement activities (likeable aspect, significant learning, recommendations, other comments)	Processing and Analysis Raw Data Storage	SPSS Excel	OSCI Staff Hired Encoders	Individual files and common folder Individual files and common folder	Reports, Research, Presentations
					Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	Reports, Research, Presentations
Post-Engagement	Social analysis session	Student evaluation tool			Form	Google Forms	OSCI Staff	Shareable live files	
			Identification Info	Student ID information (Ph101 section and teacher, course, area, formator)	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
					Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	Reports, Research, Presentations
			Quantitative	Rating of the SA session (level of understanding, level of satisfaction; allowed articulation of thoughts/insights); enabled deeper understanding of people's situation in JEEP sector	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
					Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	Reports, Research, Presentations
			Qualitative	Comments on the orientation (likeable aspect, significant significant learning, recommendations)	Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
					Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	Reports, Research, Presentations
	Program evaluation	Student evaluation tool			Form	Google Forms	OSCI Staff	Shareable live files	
			Identification Info	Student ID information (Ph101 section and teacher, course, area, formator)	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
					Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	Reports, Research, Presentations
			Quantitative	Rating of personal assessments of JEEP experience	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
					Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	Reports, Research, Presentations
			Qualitative	Comments on most significant learning, recommendations for program improvement; other comments)	Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
					Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	Reports, Research, Presentations
	Formator evaluation	Student evaluation tool			Form	Google Forms	OSCI Staff	Shareable live files	
			Identification Info	Student ID information (Ph101 section and teacher, course, area, formator)	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
					Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	Reports, Research, Presentations

Table 3. Data Inventory of JEEP Survey Tools [Continued]

Phase	Activity	Tool	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
			Quantitative	Rating of formator performance (13 items)	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	Reports, Research, Presentations
			Qualitative	Comments on what was most helpful about formator and recommendations for formator	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
					Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	
	Post-testing	Student Post Test Tool			Form	Word	INAF-JEEP Coordinator	(Maintained by INAF, not OSCI)	(No results yet since this was conducted recently)
	*usually done during social analysis session		Identification Info	Student ID (ID#, course, year, school) and type of engagement	Raw Data Storage	Excel	INAF-JEEP Coordinator		Can be used for reports, presentations, research
			Quantitative	Ratings of personal assessments Social Involvement	Processing and Analysis	Excel and SPSS	INAF-JEEP Coordinator		
					Raw Data Storage	Excel	INAF-JEEP Coordinator		Can be used for reports, presentations, research
			Qualitative	One question on how an Ateneo graduate can help address social problems	Processing and Analysis	SPSS	INAF-JEEP Coordinator		
					Raw Data Storage	Excel	INAF-JEEP Coordinator		Can be used for reports, presentations, research
					Processing and Analysis	Excel	INAF-JEEP Coordinator		

Table 4. Data Inventory of PRAXIS Survey Tools

Phase	Activity	Tool/ Respondent	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products																																																									
Pre-Engagement	Classroom orientation	Student Immersion Survey Part 1 Evaluation Tool		Student ID, Theo Section, Infication of type of program (DB, SL or None); Immersion Area, Immersion Date	Form	Word	OSCI Staff	Individual files and common folder																																																										
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder																																																										
					Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder		Reports, Research, Presentations																																																								
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files																																																										
					Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder		Reports, Research, Presentations																																																								
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder																																																										
	Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	Reports, Research, Presentations																																																													

Table 4. Data Inventory of PRAXIS Survey Tools [Continued]

Phase	Activity	Tool/ Respondent	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
			Quantitative	Rating of the PRAXIS program orientation (level of understanding, level of satisfaction)	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	Reports, Research, Presentations
			Qualitative	Comments on PRAXIS program orientation (likeable aspect, significant learning, recommendations for improvement)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
			Objectives of the Session		Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	Reports, Research, Presentations
	Integration workshop	Student Immersion Survey Part 1 Evaluation Tool			Form (note: same form as part of Immersion Survey Part 1-see Tool column)	Word		Individual files and common folder	Reports, Research, Presentations
			Identification Info (note: same common information asked as part of Immersion Survey Part 1 Eval Tool-see Tool column)	Student ID, Theo Section, Infication of type of program (DB, SL or None); Immersion Area, Immersion Date	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
			Quantitative	Rating of the integration workshop (level of understanding, level of satisfaction)	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	
			Qualitative	Comments on integration workshop (likeable aspect, significant learning, recommendations for improvement)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
			Objectives of the Session		Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	Reports, Research, Presentations
Engagement (also referred to as Immersion Proper)	Community Orientation	Student Immersion Survey Part 1 Evaluation Tool			Form (note: same form as part of Immersion Survey Part 1-see Tool column)	Word		Individual files and common folder	Reports, Research, Presentations
			Identification Info (note: same common information asked as part of Immersion Survey Part 1 Eval Tool-see Tool column)	Student ID, Theo Section, Infication of type of program (DB, SL or None); Immersion Area, Immersion Date	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
					Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	

Table 4. Data Inventory of PRAXIS Survey Tools [Continued]

Phase	Activity	Tool/ Respondent	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
			Quantitative	Rating of the community orientation (level of understanding, level of satisfaction)	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	Reports, Research, Presentations
			Qualitative	Comments on community orientation (likeable aspect, significant learning, recommendations for improvement)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
			Objectives of the Session		Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	Reports, Research, Presentations
	Community Activity	Student Immersion Survey Part 1 Evaluation Tool			Form (note: same form as part of Immersion Survey Part 1-see Tool column)	Word		Individual files and common folder	Reports, Research, Presentations
			Identification Info (note: same common information asked as part of Immersion Survey Part 1 Eval Tool-see Tool column)	Student ID, Theo Section, Infication of type of program (DB, SL or None); Immersion Area, Immersion Date	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
			Quantitative	Rating of the community orientation (level of understanding, level of satisfaction)	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	
			Qualitative	Comments on community orientation (likeable aspect, significant learning, recommendations for improvement)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
			Objectives of the Session		Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	
	Solidarity Night	Student Immersion Survey Part 1 Evaluation Tool			Form (note: same form as part of Immersion Survey Part 1-see Tool column)	Word		Individual files and common folder	Reports, Research, Presentations
			Identification Info (note: same common information asked as part of Immersion Survey Part 1 Eval Tool-see Tool column)	Student ID, Theo Section, Infication of type of program (DB, SL or None); Immersion Area, Immersion Date	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	
			Quantitative	Rating of the solidarity night (level of understanding, level of satisfaction)	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	

Table 4. Data Inventory of PRAXIS Survey Tools [Continued]

Phase	Activity	Tool/ Respondent	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
			Qualitative	Comments on solidarity night (likeable aspect, significant learning, recommendations for improvement)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	Reports, Research, Presentations
			Objectives of the Session		Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	Reports, Research, Presentations
					Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	
	Processing Session	Student Immersion Survey Part 1 Evaluation Tool			Form (note: same form as part of Immersion Survey Part 1-see Tool column)	Word		Individual files and common folder	
			Identification Info (note: same common information asked as part of Immersion Survey Part 1 Eval Tool-see Tool column)	Student ID, Theo Section, Infication of type of program (DB, SL or None); Immersion Area, Immersion Date	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	Reports, Research, Presentations
			Quantitative	Rating of the processing session (level of understanding, level of satisfaction)	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	
			Qualitative	Comments on the processing session (likeable aspect, significant learning, recommendations for improvement)	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	Reports, Research, Presentations
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	Reports, Research, Presentations
			Objectives of the Session		Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	
Post-Engagement	Social analysis session	Student Immersion Survey Part 2 Evaluation Tool			Form (note: same form as part of Immersion Survey Part 2-see Tool column)	Word		Individual files and common folder	
			Identification Info	Student ID, Theo Section, Infication of type of program (DB, SL or None); Immersion Area, Immersion Date	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	Reports, Research, Presentations
			Quantitative	Rating of the social analysis session (level of understanding, level of satisfaction); Consultations with immersion formator (once, twice, thrice or more, none)	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	Reports, Research, Presentations
					Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	

Table 4. Data Inventory of PRAXIS Survey Tools [Continued]

Phase	Activity	Tool/ Respondent	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products	
			Qualitative	Comments on the social analysis session (likeable aspect, significant learning, recommendations for improvement)	Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	Reports, Research, Presentations	
					Processing and Analysis	Excel	Hired Consultants	Individual files and common folder		
			Objectives of the Session							
	Theology presentation	Student Immersion Survey Part 2 Evaluation Tool	Identification Info (note: same common information asked as part of Immersion Survey Part 2 Eval Tool-see Tool column)	Student ID, Theo Section, Infication of type of program (DB, SL or None); Immersion Area, Immersion Date	Form	Word	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	Reports, Research, Presentations	
					Raw Data Storage	Excel		OSCI Staff		Individual files and common folder
					Processing and Analysis	Excel and SPSS				Individual files and common folder
					Quantitative	Raw Data Storage	Excel			OSCI Staff, Student Scholars, Hired Encoders
					Objectives of the Session	Processing and Analysis	SPSS	OSCI Staff		Individual files and common folder
	Student presentation	Formator? Or Teacher Evaluation of Student Presentation	Identification Info	Area, Teacher, Formator-In-Charge, Length of Presentation	Form	Word	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder		
					Raw Data Storage	Excel		Individual files and common folder		
Quantitative					Raw Data Storage	Excel		OSCI Staff, Student Scholars, Hired Encoders		Shareable live files
			Grades for each component of social analysis and overall rating for social analysis - ratings of 1 to 6; Grades for theological reflection -ratings of 1 to 5; Grades for each component of pastoral action and overall rating for pastoral action-ratings of 1 to 5							

Table 4. Data Inventory of PRAXIS Survey Tools [Continued]

Phase	Activity	Tool/ Respondent	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products			
			Quantitative	Remarks for each component of social analysis ; Remarks for theological reflection; Remarks for each component of pastoral action	Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	Reports, Research, Presentations			
					Raw Data Storage	Excel	Hired Encoders			Individual files and common folder		
					Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	Reports, Research, Presentations			
	Post-testing	Student Post Test Tool	Identification Info	Student ID (ID#, course, year, school, scholarship status) and background info (religion, religious belief/ org), type of engagement	Form	Word	INAF-PRAXIS Coordinator	(Maintained by INAF, not OSCI)	(No results yet since this was conducted recently)			
					Raw Data Storage	Excel	INAF-PRAXIS Coordinator					
					Processing and Analysis	Excel and SPSS	INAF-PRAXIS Coordinator		Can be used for reports, presentations, research			
	Quantitative		Ratings of personal assessments of Social Involvement, Spirituality	Raw Data Storage	Excel	INAF-PRAXIS Coordinator						
				Processing and Analysis	SPSS	INAF-PRAXIS Coordinator	Can be used for reports, presentations, research					
	Qualitative		One question on how an Ateneo graduate can help address social problems	Raw Data Storage	Excel	INAF-PRAXIS Coordinator	Can be used for reports, presentations, research					
				Processing and Analysis	Excel	INAF-PRAXIS Coordinator			Can be used for reports, presentations, research			
	Area evaluation (Community)	Community Area Evaluation Tool (in Filipino language)	Identification Info	Name of institution; Name of formator; Name of area; Name of Leader/Coordinator	Form	Word	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	Reports, Research, Presentations			
					Raw Data Storage	Excel		Individual files and common folder				
					Processing and Analysis	Excel and SPSS		OSCI Staff		Individual files and common folder		
	Quantitative/ Categorical		Ratings on aspects of OSCI's program in communities: Parent's orientation, Student immersion, Solidarity activity or community night, Formator, Community leader, PRAXIS students; Continued coordination with students, manner by which this was done, purpose of student for coordinating; Implementation of student project and type of project	Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files					
				Processing and Analysis	SPSS		OSCI Staff	Individual files and common folder	Reports, Research, Presentations			

Table 4. Data Inventory of PRAXIS Survey Tools [Continued]

Phase	Activity	Tool/ Respondent	General Info	Specific Info	File Format and Data Phase	Software Used	Human Resources Employed to Create and Store Data	Systems Storage and Sharing	Uses/Products
			Qualitative	Suggestions or comments for each aspect of the OSCI's program in communities as mentioned above; Reason for not attending parent's orientation; Strengths and limitations of the project the students implemented	Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	Reports, Research, Presentations
					Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	
	Area evaluation (Institutions)	Institutions Area Evaluation Tool	Identification Info	Name of institution; Name of evaluator; Position/Role in the Institution; Years active in the Institution; Date of Evaluation	Form	Word	OSCI Staff, Student Scholars, Hired Encoders	Individual files and common folder	Reports, Research, Presentations
					Raw Data Storage	Excel		Individual files and common folder	
			Quantitative/ Categorical	Ratings indicating agreement with statements with regard to orientation, OSCI formator, immersion, students, institution and project implementation; Attendance to parent's orientation; Continued coordination with students, manner by which this was done, purpose of student for coordinating; Implementation of student project and type of project	Processing and Analysis	Excel and SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	OSCI Staff, Student Scholars, Hired Encoders	Shareable live files	
					Processing and Analysis	SPSS	OSCI Staff	Individual files and common folder	
					Raw Data Storage	Excel	Hired Encoders	Individual files and common folder	
			Qualitative	Reason for not attending parent's orientation; Effects of PRAXIS program on community; strengths, weaknesses, recommendations for improvement of the immersion activity	Processing and Analysis	Excel	Hired Consultants	Individual files and common folder	